

The Development of Castilian Dialectal Features
During a Semester Abroad in Toledo, Spain

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Dedication

This dissertation is dedicated to Charlie McNulty.

Abstract

While students typically are able to increase their proficiency level and increase their use of categorical features while studying abroad, less is known about the development, or lack thereof, over time of variable features. The current study examines the development of three geographically variant features, specific to the dialect of North-Central Castilian Spanish: the informal second person plural form *vosotros*, the interdental fricative [θ], and the uvular fricative [χ] in 25 adult speakers of English learning Spanish.

During a 13-week semester abroad in Central Spain, the participants—all undergraduate majors or minors of Spanish—completed four tasks at the beginning, middle, and end of the semester to elicit the 3 dialectal features. In addition, the learners completed questionnaires about their background, language contact, and attitudes toward Castilian Spanish. To expand on the answers in the questionnaire, the participants completed a semi-structured interview with the researcher.

The results showed a significant increase from the beginning to the middle of the semester in the production of *vosotros* (9% to 18%) and [χ] (9% to 13%), but no significant change from the middle to the end of the semester. On the other hand, the use of [θ] remained about the same throughout the semester, around 7%. The social factors correlated with the increased use of the features were stronger motivation to learn Spanish, less contact with English and fewer weekend trips, more dialectal awareness, and a stronger desire to speak Castilian Spanish.

This study adds to the growing amount of research on the acquisition of variable features by learners of Spanish in a study abroad environment. It also examines social and linguistic factors correlated with the use of salient dialectal features. It fills a gap in previous research by examining the relationship between social factors, such as language attitudes, and the production of variable features, as previously noted by Geeslin (2011). Finally, it also provides insight into the acquisition of a dialect in one's second language by study abroad learners.

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Chapter 1
Introduction

Background and Statement of Problem

Study abroad (SA) used to be viewed as a magical way to acquire a second language¹ (L2). This is not surprising given that Carroll's (1967) large-scale study found that time spent abroad was a key predictor of overall L2 proficiency for 2,784 university seniors majoring in a foreign language. Given the rise in students studying abroad in recent years, there has also been an increase in the past two decades on the amount of SA research, which has shown that SA does not always result in L2 gains when compared to comparable at home classroom (AH) learners.

However, one of the areas where gains have been shown in SA in comparison to AH learners is the development of sociolinguistic features. Sociolinguistic competence, a part of language competence, includes sensitivity to dialects and their registers (Bachman, 1990). Previous SA sociolinguistic research of L2 Spanish has focused on primarily the production of a specific dialectal feature (e.g., Henriksen, Geeslin, & Willis, 2010; Knouse, 2013; Ringer-Hilfinger, 2012; Salgado-Robles, 2011; Shively, 2011; Willis, Geeslin, & Henriksen, 2009) as well as the perception of specific dialectal features (e.g., Rasmussen & Zampini, 2010; Schmidt, 2010).

Building on previous research, the current study investigates the development of not just one feature, but three defining dialectal features of Castilian Spanish in American SA learners in Toledo, Spain over the course of one semester. Two of the features are phonological and one is morphosyntactical. It is crucial to study these features when students are abroad where learners were most likely exposed on a daily basis to the Castilian Spanish dialect.

Pronunciation is important in society in general, as it can be one of the first ways a speaker is linked to a certain identity, usually, but not always, that of a country of origin, depending on the pronunciation and intentions of the speaker (Marx, 2002). Zuengler (1988) affirmed "pronunciation is a domain within which one's identity is

¹ Second language (L2) refers to an additional language learned beyond the first language, not including when simultaneous bilinguals learn two (or more) languages essentially at the same time.

expressed” (p. 34). However, it has been noted by Scovel (1981) that learners do not have the ability “to acquire perfect, accentless speech in the target language, even though they may become completely fluent in the target language vocabulary and syntax” (p. 37). Speaking with a foreign accent can have several effects on the speaker. For example, it could affect access to jobs as well as restrict membership to certain groups and/or disallow an individual’s participation in certain discourses (Lippi-Green, 1997). How one speaks thus affects how one is perceived in a community in addition to representing a certain identity.

Acquiring a less foreign accent means becoming aware of how the native speakers² in the target area speak and incorporating this into one’s own idiolect. Perhaps it is necessary for learners to reach a certain proficiency level before they can “demonstrate a sensitivity to more subtle aspects of language” (Thompson & Brown, 2003, p. 40). This is based on a theory, which Adamson (2002) describes using the metaphor of a graph, placing basic language proficiency on a vertical continuum, or axis, and issues such as style, register, and pragmatics on a horizontal continuum, or axis (as cited in Thompson & Brown, 2003). These more subtle aspects could include dialectal features the learners have not been exposed to, since in the U.S. the media that is in Spanish is often based on U.S. Spanish or Latin American Spanish and not Peninsular Spanish. According to Hansen Edwards (2008), whether or not a certain proficiency level must be attained prior to acquiring these subtle aspects of language, specifically variation patterns, is something that future studies need to investigate.

On the other hand, learners may not wish to acquire less of a foreign accent especially if communication is not impeded. Also, it may not be important for U.S. students to get rid of their foreign accent unless they plan to pursue a career where sounding more native-like has its advantages. In this case a learner may wish to develop an accent of a particular L2 dialect, which might mean changing certain features in the

²The term ‘native speaker’ refers to “mature experienced users” of the language in question and typically these users were either born, grew up, or moved to a specific area where this language is spoken at a young age although this is not a requirement nor does it mean that “their language is fixed or immutable” (Ortega, 2010, slide 118). For these reasons, the native speakers exhibit local dialectal features in their speech.

current L2 dialect. Also for other reasons, such as identity, a speaker may wish to retain their current accent and not change to adopt a more Castilian accent.

A variety of factors have been shown to influence L2 pronunciation during the process of acquiring the L2. Pennington and Richards (1986) identify this process as dynamic since so many factors influence L2 pronunciation acquisition. These factors include, but are not limited to, amount of L2 interaction (e.g., Moyer, 2004), amount of L1 (first language) use (e.g., Piske, MacKay, & Flege, 2001), age (e.g., Moyer, 1999), and identity or acculturation (e.g., Gatlinton, 1975; Lybeck, 2002; Marx, 2002). For this reason, the above factors were examined in the current study in order to determine their influence on the production of dialectal features.

Collentine and Freed (2004) conducted a review of the existing literature on SA with learners of Spanish and found that SA learners are capable of developing fluency, vocabulary, and sociolinguistic awareness while perhaps lagging behind in grammar. If SA learners become more aware of sociolinguistic variation they may begin to produce dialectal features found in the SA setting. They also may wish to reject these features, for reasons possibly related to identity, which will be discussed in Chapter 2.

As noted by Henriksen et al. (2010), the outcome of SA on a learner's phonological skills depends on a variety of aspects including the specific feature being studied, the type of task used, and the individual learner characteristics. As will be shown in the literature review, production outcomes of phonological variables in L2 Spanish SA contexts are inconsistent, possibly due, in part, to a scarcity of research in L2 Spanish SA phonology research. Therefore it will be beneficial to add to the SA research by investigating dialectal phonological features.

Rationale for Study

For L2 learners of Spanish in the U.S., it is difficult to pinpoint which, if any, dialect they will acquire due to the number of different dialects of Spanish spoken in the U.S. Sometimes the learners do not set out to acquire a specific dialect. Even if they do, this dialect may change based on a variety of factors. This makes SA a more ideal place to examine the development of dialectal features. Even though learners may be exposed to many dialects while abroad, they will be exposed to a large number of Castilian

Spanish speakers. Furthermore, SA learners are exposed to media from the target language dialect that AH learners are not necessarily exposed to or at least not in the same quantity. The current study examined the development of salient dialectal features during a semester of increased exposure to a specific dialect.

This study is the first step in documenting sociolinguistic variation, in terms of dialect acquisition. Regan, Howard, and Lemée (2009) have shown the benefits of SA in the acquisition of variable sociolinguistic patterns in L2 learners of French. These researchers showed how SA was necessary in order for these patterns to approach target-like norms. By examining social variables that perhaps do not exist to the same extent in the AH setting, including the amount of contact with target dialect speakers, this study sheds light on the individual variation that occurred in the development of dialectal features. For example, some learners were consciously trying to acquire the Castilian dialect and thus a semester abroad resulted in more Castilian-like productions of dialectal features. Other learners rejected the Castilian dialect, preferring to maintain their original way of speaking.

The SA experience is often a life-changing one, in which learners' identities are open to change. Due to the fact that past studies investigating learner attitudes toward the target language and target culture found differing results as to the effects of attitudes on language production, specifically phonological production (e.g., Coleman, 1998a; Drummond, 2010; Stevens, 2001), the current study examined how and why such attitudes might occur and if they are connected to the other variables. While some studies have investigated learners' identities and/or attitudes in depth (e.g., Isabelli-Garcia, 2006; Kinginger, 2008), they have not examined how these might affect the development of dialectal features, instead measuring overall language proficiency.

Out of the top 25 SA countries for U.S. students, 9.5% of U.S. study abroad students studied in Spain in 2010/2011 making it the third most popular SA destination and the first most popular Spanish speaking destination in both the 2009/2010 and 2010/2011 academic years according to the Open Doors Fast Facts Sheet published in 2011 by the Institute of International Education. Given the large number of students who study in Spain each year, there are relatively few SA studies that focus on Spain and

of the studies that do, (e.g., Henriksen et al., 2010; Salgado-Robles, 2011; Segalowitz et al., 2005; Shively, 2011; Willis et al., 2009) only a few have examined dialectal features and how SA affects their development. Willis et al. (2009) examined the development of the interdental fricative, one of the defining features of the Castilian dialect, but with only seven female high school learners of Spanish. Ringer-Hilfinger (2012) investigated the production and awareness of the interdental fricative in a cross-sectional study of learners prior to studying abroad, 2 months into studying abroad, and 6 months after returning from studying abroad in Madrid. This study included few participants and did not investigate the development of the feature throughout the semester abroad. Knouse (2013) investigated the development of the interdental fricative before and after a 6-week SA program in North-Central Spain. No previous studies have examined how all three defining features of the Castilian dialect are developed by SA students over the course of one semester. As called for in Lafford and Collentine (2006) this study researches a one-semester SA program as opposed to a shorter one. The Toledo SA program, a long established study abroad program, was an ideal location for investigating how students develop salient dialectal features.

Significance of the Study

The findings from this study contribute to SA research, specifically second dialect acquisition of an L2. This study shows how learners' production of dialectal features changed over time. More L2 speech production studies are needed that not only examine the speech of learners in the process of acquiring the language at the beginning or intermediate phase, but there is also a need for studies that are longitudinal that therefore investigate the changes that occur over time as well as studies that are not about learning English but other languages (Zampini, 2008). Salgado-Robles (2011) called for studies that determine the amount and quality of L2 and L1 contact during the middle of the semester in addition to the beginning and end of the semester to ascertain how this affects the development of dialectal features. The current study fills these gaps by examining the L2 production of learners at three points throughout the semester as well as the amount of contact in the L2 and L1 at the middle and end of the semester to gain a fuller picture of dialectal development and its causes throughout the semester.

This study adds to SA research, because it investigated several social factors, some of which affected the production of the specific features. According to Hansen Edwards (2008) the choices language learners make are their own.

They are not passive recipients of the target language, and variation in production is typically systematic and may be due, in part, to social marking due to gender, identity, accommodation to the interactant, and the linguistic environment, etc. As a result, differences between the target language and the language of the learner may not necessarily be errors, but may be evidence of users targeting a particular variety that is not necessarily the standard or marking their identity by using a certain variant in a specific situation with particular interactants. (p. 252)

This target varied for each learner as they each had different learning experiences and produced different varieties of Spanish.

There is a burgeoning field of development of dialectal features of Spanish when Spanish is the second language (Geeslin, 2011). One area in need of further investigation is the individual variables that affect this variation in learners. Willis et al. (2009) were unable to determine why one learner decreased her use of the interdental fricative, despite increasing her proficiency level and maintaining similar amounts of contact with native speakers as her peers who increased their use of the interdental fricative. Thus an in depth study, which examines not only changes in the frequency of the variable feature but also the individual factors, such as attitude toward the variant, which can affect the use of the feature, is necessary to contribute to the larger picture of second dialect development of a second language. Some studies have attempted to examine individual factors. For example, Salgado-Robles (2011) found that more contact in Spanish led to more target norm use of *leísmo* in learners of Spanish studying abroad in Northern and Southern Spain. The current study will investigate not only the amount of contact but the quality of the contact, in terms of how often and with whom the learner is conversing in Spanish as well as how the frequency changes throughout the semester.

Research Questions

As will be seen in Chapter 2, SA learners are capable of improving in various areas of their L2 production, while less improvement is often shown in other areas. Just how SA learners react to the local dialect has yet to be explicitly investigated in a study on adult L2 Spanish production. Consequently, this study will focus on how SA affects

the production of three distinct features of Castilian Spanish. The research questions addressed are as follows:

1. How does SA in Toledo, Spain affect the production of distinct Castilian dialectal features such as [θ], [χ], *vosotros*?
2. What social factors correlate with increased production of dialect specific variants in the Spanish of American students studying in Toledo, Spain?
3. What linguistic factors correlate with production of dialect-specific variants in the Spanish of American students studying in Toledo, Spain?

Overview

The organization of the rest of this dissertation is as follows: Chapter 2 is a review of the previous relevant literature on dialect acquisition, SA, and the three main features under investigation in this dissertation. Chapter 3 presents the methodology, which includes a description of the participants, the research site, and the tasks and instruments. Chapter 4 presents the results. Chapter 5 presents the discussion and conclusions including the limitations, pedagogical implications, and future directions. Finally, the appendix consists of the tasks and instruments described in the methodology.

Chapter 2

Literature Review

This dissertation explored the development of dialectal features salient in the native speech of North-Central Spain by L2 SA learners. Three main dialectal features were chosen due to their saliency in the Castilian dialect. What is known about each one will be described below, followed by a discussion of the acquisition of dialectal features. Since few studies have examined the acquisition of L2 dialects, there will first be a discussion about the previous research on the acquisition of a second dialect of one's L1. Then a discussion will follow about the research on the acquisition of a second dialect of one's L2. Given that two of the three dialectal features under study are phonological, a review of second language phonological acquisition theory is included as well as SA research relating to phonology. The third feature is morphosyntactic in nature, and so relevant L2 Spanish SA research on morphosyntax in general will be reviewed. Social factors will also be examined as well as their role in variationist Second Language Acquisition (SLA) research.

The Three Dialectal Features Under Investigation

Three of the defining features that distinguish speakers of Castilian Spanish from other types of Spanish are the presence of the phonemes /θ/ and /ɣ/ as well as the use of *vosotros* in addition to *ustedes*. All three features will be described in detail.

Castilian Spanish involves the use of /θ/ for the graphemes 'z' and 'c' before 'i' and 'e', while other varieties use /s/ for those graphemes, with the exception of parts of Andalusia that use [θ] for 's' in addition to 'z' and 'c' before 'i' and 'e'. Therefore, /θ/ is one defining feature of Castilian Spanish.

With regards to the SLA of this feature, Aronson (1973) concludes that U.S. learners of Spanish may not wish to acquire /θ/ because the phonetic environment where this sound occurs in English coincides with the English lisp. According to Aronson, the social stigma attached to the lisp in English may cause learners to be reluctant to produce [θ] in Spanish.

Of the four empirical studies that investigated the production of [θ] by SL learners (Geeslin & Gudmestad, 2008; Knouse, 2013; Ringer-Hilfinger, 2012; Willis et al., 2009),

all found that only students who had studied abroad produced [θ], with the exception of Ringer-Hilfinger (2012) who found one student produced this feature prior to studying abroad because he had an instructor who spoke Castilian Spanish and had traveled to Spain with his instructor. Thus, the SA context is an ideal environment to determine how this feature develops.

Another salient Castilian dialectal feature is a strong strident post-velar /x/ (as well as a more strident pronunciation of /s/ than in most of Latin America; Hualde, 2005). The phoneme /x/ is pronounced using post-velar or uvular [χ] places of articulation in the Castilian dialect, thus distinguishing it from the fricative glottal [h] heard in parts of Andalusia and the Caribbean or the fricative dorsal-velar [x] place of articulation commonly heard in Mexico and elsewhere. This sound is quite distinct in the Castilian dialect when compared to other dialects of Spanish and when used to pronounce the graphemes 'j' and 'g' before a front vowel (*i* or *e*), is a defining characteristic of Castilian Spanish.

The variant produced in the Castilian dialect, [χ], does not exist in American English. Instead, the glottal fricative [h], the variant common in most of Latin America and as well as Andalusia and the Caribbean, exists in American English, although not in the same contexts as Spanish.

According to Flege's (1995) Speech Learning Model, for sounds that are dissimilar in the L1 and L2 a "new phonetic category can be established for an L2 sound that differs phonetically from the closest L1 sound if bilinguals discern at least some of the phonetic differences between the L1 and L2 sounds" (Flege, 1995, p. 239). Thus sounds that are less similar will be easier to produce than sounds that are more similar, partly because the learner can perceive the difference and create a new category for the L2 sound. If two sounds are too similar "a single phonetic category will be used to process perceptually the L1 and L2 sounds (diaphones)... Eventually, the diaphones will resemble one another in production" (Flege, 1995, p. 239). Thus, no new category will be formed in the L2 for the similar sound and the learner will rely on the closest sound in the L1, resulting in an L1 transfer error.

Another explanation of this difference is the Similarity Differential Rate Hypothesis (SDRH), which claims that dissimilar sounds are acquired faster than similar sounds, and markedness can slow this rate down (Major & Kim, 1999).

If these models hold up, then it would be expected that the [χ] would be easy to acquire, since it does not exist in the L1, and [θ] should be harder to acquire, since it does exist in the L1. It may, however, be more difficult to produce [θ] in the appropriate L2 contexts.

Major's Ontogeny Model (1986) strives to predict the types of errors learners will make, whether they will be errors due to transfer from the L1 or errors due to developmental reasons. On the one hand, this model suggests there will be many transfer errors early on, but they will decline over time as acquisition occurs. On the other hand, errors that occur because of developmental factors (e.g., approximation, assimilation, and overgeneralization) will be uncommon at first but then will increase over time before diminishing once the sound is more fully acquired. If the participants in this dissertation study do not use the [θ] or [χ] sounds initially, then this model could explain the development of those sounds. However, since the sound [θ] has already been developed in the L1, this model may not explain the actual production of the sound but could explain the use of this sound in the contexts where native Castilian speakers would use it, since it is used in different contexts in Spanish than in English. This would mean that learners' errors due to L1 transfer will decline over time and that developmental errors will be uncommon at first and then increase over time and diminish once the sound has been acquired.

The final feature that distinguishes Castilian Spanish from other varieties is the morphosyntactic feature of the use of the verb form *vosotros* for the informal third person plural (Hammond, 2001). For this reason I have studied what happens when students who previously may have used *ustedes*, commonly produced in Latin American Spanish, are exposed to Castilian Spanish. In Castilian Spanish the *vosotros* is used quite frequently when speaking to a group of young people. For example professors will use *vosotros* when asking their class a question. It is also common for speakers to use when addressing a group of their peers or younger speakers.

In a study set out to describe language ideologies and attitudes of Latin American immigrant youth living in Barcelona, Spain, the immigrants were unable to identify with Spain or Catalonia, and expressed this by rejecting Peninsular Spanish (Trenchs-Parera & Newman, 2009). One way they did this was by not adopting Peninsular Spanish features; instead of using *vosotros* for the second person plural informal pronoun, they would use their native *ustedes*, common throughout Latin America. One participant of this study did report occasionally “slipping up” and using the *vosotros*, but would then be corrected by her Ecuadorian mother to use *ustedes*. While that study focused on native Spanish speakers, and not L2 learners, it is reflective of what might happen when learners are exposed to a new dialectal morphological form. Therefore there is a need to study whether SA learners begin to produce this form during a semester long stay in Spain.

Dialectal Acquisition Research of an L1

Second dialect acquisition “examines how people who already speak one dialect (D1) acquire a second dialect (D2) of what they or their community perceive to be the same language” (Siegel, 2010, p. 1). This often happens when a person moves from their original home, where they spoke their D1, to a new area where the D2 is spoken. Because dialects are generally considered mutually intelligible there is no communicative need for a speaker to acquire a D2 and possibly for this reason only a few studies have been conducted using adults (e.g., Munro, Derwing, & Flege, 1999; Straw & Patrick, 2007). Instead, D2 acquisition could occur due to other reasons, like identity or attitude, which both could be related to accommodation, which will be mentioned later in this section.

The field of second dialect acquisition is one with little research. Possibly because it has been shown that children learning a new dialect will acquire this new dialect faster and more completely than adults (Trudgill, 1986), there is more research on child dialect acquisition in English (e.g., Chambers, 1992; Payne, 1980; Tagliamonte & Molfenter, 2007) and Spanish (e.g., Salgado-Robles, 2010; Valdés, 1997).

Dialectal Acquisition Research of an L2

Dialect acquisition is slightly different when it involves acquiring the dialect of one’s L2. Some research examines the acquisition of a second dialect of one’s L2 in a second language setting using either SLA or sociolinguistic methodology (Drummond,

2010; Sharma, 2005). These studies, through the use of both elicited and more naturalistic data, depending on the study, show that dialectal acquisition in an L2 is complicated and due to both linguistic and social factors, which will be discussed in the following paragraphs.

Sharma (2005) conducted a sociolinguistic interview with Indian immigrants living in the United States. The immigrants spoke Indian English before moving to the U.S. Analyzing various phonetic and syntactic variables, the researcher investigated speaker attitude towards dialects finding that more positive attitudes led to greater production of the features under study. Sharma (2005) also found a linguistic effect of the variable use of three of the phonetic dialectal features, which was that these three features were found mostly in discourse-prominent and salient positions. This could also happen in the present proposed study, and thus salience will be discussed later.

Drummond's (2010) dissertation examined the acquisition of four local accent features commonly found in Manchester, UK English speakers as exhibited by native Polish speaking learners of English who moved to Manchester from Poland between the ages of 18 and 40. The learners first started to learn English in Poland and then moved to Manchester. The Manchester dialect is not commonly taught in English schools in Poland, so the learners were taught a different variety before moving to Manchester. He explored the effects of linguistic as well as nonlinguistic factors such as time spent in Manchester, attitude towards the Manchester accent, and identity on the acquisition of local accent as measured by the acquisition of the /u/ in the word *strut*, glottal variation in /t/, /ing/ and /h/-dropping using a reading list, a story telling task based on a cartoon strip, and an informal conversation with the researcher. The problem with the reading list was that the participants saw all the words at once and ended up connecting the words together instead of isolating them. The storytelling task was not used with all participants, as there was not enough time. The informal conversation seemed to elicit as natural of data as possible and was also used by the researcher to determine an impressionistic score of English proficiency level.

Drummond measured attitudes based on a series of statements that participants responded to on a Likert scale that was influenced by Gardner's Attitude/Motivation test

battery. The attitude survey was designed to measure attitude towards the city of Manchester, living there and its people, awareness of a Manchester accent, the desire to sound like a local from Manchester and not a native Polish speaker, and instrumental and integrative motivation to improve pronunciation. It also included distracter items not related to those topics so that participants would not know exactly what they were being asked about.

As length of time spent in Manchester increased for the Polish immigrants, the more likely it was for dialectal features to occur. The length of time spent in Manchester varied from 2 to 72 months. This is largely due to the fact that the longer time participants spent in Manchester, the more they had a chance to interact with locals, thus receiving more input. Motivation did have a significant effect on the production of one dialectal vowel sound. It remained unclear in this study if increased motivation would lead to convergence or divergence of local features, and as such Drummond proposed to measure this in future studies by measuring attitude or identity. Proficiency level was also found to have an effect on the production of local accent features with more local variants produced the higher the proficiency level of the L2. Identity was measured by asking if the participants' future plans included staying in Manchester and one variant (-ing) was produced with the more local accent when future plans included staying in Manchester. Those with a positive attitude were more likely to produce the /u/ in *strut* as /ʊ/, the variant commonly heard in Northern England. Age was not found to be a statistically significant factor and neither was amount of L1 and L2 used on a daily basis but this could be due to the method used to gather this data, through self-reported data that did not consider with whom the participant interacted. Amount of formal instruction in the L2 was also not found to be significant, but this could have been because the participants received this instruction outside of Manchester, where the instructors taught a different variety of English.

The above studies show that dialect acquisition can occur, to differing degrees, depending on both linguistic factors and social factors. The studies also chose very specific, often phonetic, variants salient in the target dialect, to examine dialectal acquisition, which may not reflect other areas where dialect acquisition may be occurring.

Several linguistic and social factors were examined to see what their effects on dialect acquisition were. While linguistic features will vary depending on the specific languages and varieties under study, social factors do not vary as much. The social factors are especially relevant to the current dissertation since in the past they have had various effects on the production of dialectal features. For example, attitude produced varying results, because sometimes a positive attitude led to more acquisition whereas other times a negative attitude did. This could be due to the way the attitudes were measured as well as what kind of attitude was measured. In the studies mentioned above, attitudes toward the target language, the target dialect, and the speakers of these varieties as well as cultural attitudes were measured. The methods used varied as well, ranging from elicited laboratory speech to more naturalistic conversational speech.

Both contact with native speakers of the target dialect and the participants' identities were also important social factors in the studies mentioned above with more contact with native speakers of the target dialect often leading to increased production of certain dialectal features.

Dialect Acquisition as a Result of Study Abroad

Other studies have also investigated the acquisition of a second dialect of one's L2 in a SA setting. This kind of study informs this current dissertation since SA learners typically return to their home country, where their L2 is generally treated as a foreign language and where the learners' use of the L2 will probably diminish upon return to their home country. What social factors also affect this input, as in attitudes towards the target L2 dialect, the desire to identify or not with this dialect, and the amount of contact with native speakers of the target L2, may be relevant as will be shown in the discussion of previous studies examining dialectal acquisition by SA learners.

In their review of the literature on the L2 production of the sociolinguistic feature of the deletion of the negative particle *ne* in French, Regan et al. (2009) found that several studies showed that contact outside of the classroom led to more native-like deletion of *ne* [not] in both France and Canada. For example, Regan (1998) found that more contact with native speakers in France led to increased sociolinguistic competence, with the learners trying to approximate native speaker norms. Regan (1998) suggested

that this could be related to the fact that advanced learners can pay attention to the more subtle aspects of the L2 while lower level learners cannot due to the fact that they have more limited linguistic resources and thus attend to the more obvious features before attending to the more subtle ones often involved in sociolinguistic acquisition. In a study of L2 French by native English speakers in Canada, Rehner and Mougeon (1999) found that the amount of time spent with the French host family correlated with increased level of *ne*-deletion after finding ambiguous results with the factor amount of time spent in a French-speaking environment.

Through the use of the sociolinguistic interview and an ethnographic questionnaire about attitudes toward the French language and previous travel to a French speaking country, Regan et al. (2009) examined the production of sociolinguistic features, specifically *ne*-deletion, *nous/on* alternation, /l/-deletion, and variable use of future tenses by university-level Irish learners, before, during and after studying abroad in France. The deletion of *ne* is considered a stable sociolinguistic variable of French and is produced frequently by native French speakers. The results of the study showed that L2 learners were more confident about when to delete *ne* and thus mimicked the native speakers, although not quite arriving at what would be considered the native speaker norm. Individual variation was also found and even a short stay in France meant increased production of *ne*-deletion. Those participants who started out with little travel experience to a Francophone country improved the most on their rate of *ne*-deletion. This variant was also found 1 year after the participants studied abroad, showing a positive outcome for long term retention.

In France, native speakers of French will use either *nous* [we] or *on* ([we]) (Regan et al., 2009). The “subject clitic *on* is an indefinite pronoun whose function is to convey a generalization”, but is currently used more as a personal pronoun with the same meaning as *nous* (Regan et al., 2009, p. 80). French language teachers originally frowned upon it, even though it is currently widely used by French speakers from all social classes (Regan et al., 2009). The increased use of *on* in informal conversations by upper class French speakers, is considered to be a change in progress. In general the L2 learners were not as good at demonstrating target-like usage of the variation of these two variants

especially when compared to *ne*-deletion. The researchers suggested that this could be due to the fact that this sociolinguistic feature is less stable than *ne* deletion and that it therefore could be less salient to L2 learners.

SA was shown to significantly increase the production of the sociolinguistic feature /l/-deletion in French (Regan et al., 2009). Once again the L2 learners did not reach the level of target-like production, similar to the results for the *nous/on* alteration. In contrast to the *nous/on* alteration, this feature is considered stable.

The final sociolinguistic feature examined by Regan et al. (2009) was the use of the periphrastic future versus the inflected future, the former being preferred by native speakers and the latter considered the formal variant. The L2 learners, especially the females, tended to grasp the formality difference in the different future forms, but overall produced more inflected forms in higher quantities than native speakers would. This could be because this change is newer than *ne*-deletion. Thus, Regan et al. (2009) found that advanced “L2 speakers were very sensitive to general variation patterns”, including gendered variation patterns, moving toward native speaker norms” (p. 133). In addition, they seemed to grasp older more stable sociolinguistic features better than newer less stable ones.

Several studies investigated aspects of the development of a second dialect in a study abroad setting where the L2 was Spanish. Most of the studies investigated the production of specific features, while a few examined the perception of certain features.

Regarding the perception of dialectal features, both Schmidt (2009) and Rasmussen and Zampini (2010) investigated how learners perceive features specific to the dialect spoken where they are studying abroad.

In Rasmussen and Zampini (2010), 10 participants in an experimental group received six half-hour training sessions on four dialectal phonetic features of Andalusian Spanish over the course of 6 weeks while studying abroad in Seville, Spain. Six participants in the control group did not receive this training. The participants were native speakers of English at the intermediate and advanced level of Spanish prior to studying abroad. All participants completed a pre- and posttest where they listened to a series of recorded sentences spoken by 2 males and 2 females, all native Andalusian Spanish

speakers. The participants were instructed to fill in the blank of the missing words to test for intelligibility and to transcribe the entire sentence to test for comprehensibility. The explicit phonetic instruction resulted in significant improvement over the 6-week period for synalepha, with the experimental group improving significantly from the pretest to the posttest while the control group did not. Both groups improved on the perception of /s/ aspiration and neither group improved significantly on perceiving words containing /θ/. This is the first study to investigate how instruction affects intelligibility and comprehension by native English speaking students studying abroad in Spain.

Schmidt (2009) found that 11 participants of varying proficiency levels of Spanish staying in the Dominican Republic for 3 weeks were able to improve their comprehension of Dominican Spanish speakers. This speech included four dialectal features—/s/-weakening, intervocalic /d/ weakening, lambdacism, and /n/-velarization. The participants were still able to understand Spanish speakers from Costa Rica, Spain, and Colombia significantly better than Dominican Spanish speakers, but nevertheless the 3-week stay still resulted in increased comprehension of the Dominican dialect.

Other studies have focused on the production of dialectal features as a result of studying abroad. Salgado-Robles (2011) investigated the development of *leísmo* in study abroad learners in Northern Spain compared with study abroad learners in Southern Spain. He found that both groups of learners approach native speaker norms after spending a semester abroad. More detail is provided in the section on SA and the acquisition of morphological features. Production of declaratives by high school learners of Spanish studying abroad in North-Central Spain were found to be more native-like as a result of 7 weeks studying abroad (Henriksen et al., 2010). Shively (2011) found that seven learners of Spanish studying abroad in Toledo Spain were able to make more target-like requests during service encounters as a result of studying abroad for one semester.

Four studies examined the development of [θ] in native English-speaking learners of Spanish, including the effect of study abroad in this feature. Each study differs in scope and purpose, and all provide insight into how and why this feature is produced.

In a cross-sectional study, Ringer-Hilfinger (2012) examined the production of [θ] in 6 students before studying abroad, 3 students two months into a semester abroad in Madrid, 4 students six months after they returned from studying in Madrid for one semester, and 2 students who never studied abroad. All students were native English speakers in their third year of Spanish study and thus classified as intermediate level Spanish learners. The results, obtained using a read-aloud text and informal interviews with the researcher showed only six tokens of [θ] produced out of a possible 209. Only 2 students, 1 who was about to embark on study abroad and 1 who had returned from studying in Madrid, produced [θ], with 5 out of the 6 productions occurring in the read-aloud text. Two of the tokens occurred with the grapheme 'z' and four with 'ci'. The student who had not yet studied abroad previously traveled to Spain for 1 week with his teacher who used [θ]. The other student who had studied abroad did not want to sound American and instead wanted to sound like someone from Madrid. The researcher was unable to interview the students who were studying abroad, so it is unclear if these students would have produced [θ] or not during this interview. Many students reported having a previous instructor with a Castilian Spanish accent, but did not use [θ]. In a language usage questionnaire, several students reported use of [θ], but the majority did not actually produce [θ]. The researcher attributed this to "linguistic insecurity" or effects of the interviewee (a nonnative speaker of Spanish), task used to elicit the data (read-aloud and/or interview), and location of the interview (at a U.S. university). Based on a Matched Guise Test, the learners studying in Spain and the learners who had recently returned from Spain exhibited 50–100% awareness that [θ] was associated with speakers from Spain. The Match Guised Test also examined students' attitudes toward the use of [θ] and found no effect of study abroad. Even students with a positive attitude toward Castilian Spanish did not use [θ]. This led the researcher to conclude that after setting aside the confounding factors mentioned above, the reason students reported using [θ] but did not actually produce it could be a feature of their interlanguage. Students are aware of the feature, but not yet able to use it. Finally, the students exhibited high degrees of instrumental motivation for learning Spanish, but only five reported wanting to speak Spanish like a person from Spain using [θ].

Similar to Ringer-Hilfinger (2012), Geeslin and Gudmestad (2008) also found low uses of [θ] after eliciting semispontaneous speech where 130 native English-speaking learners of Spanish responded out loud to a written prompt. Of the 9 learners that produced [θ], 2 were in their third year of the Spanish major or minor, 2 were in their fourth year, and 5 were graduate students of Spanish. While all of the graduate students had been abroad to Spain, only 1 of the third year and 1 of the fourth year students had been abroad, which differs from Ringer-Hilfinger (2012) where both students who produced [θ] had either studied or traveled to Spain. Geeslin and Gudmestad (2008) did not find that a certain amount of time abroad, or the amount of time elapsed since going abroad, led to more production of [θ]. Despite a follow-up survey showing that learners reported noticing [θ] as a feature of Castilian Spanish and many wanting to incorporate it into their speech, many did not. This led the researchers to believe that other individual factors, like contact with Castilian Spanish speakers after the immersion abroad must be more important and noticing of these features alone is not enough to produce it. The follow-up survey confirmed this belief.

An additional study also found low uses of [θ] after a 6-week period abroad and no use of [θ] in AH learners who were explicitly taught when to use [θ] as part of an Introduction to Hispanic Linguistics course given by a Castilian Spanish instructor (Knouse, 2013). The researcher investigated the development of [θ] in 15 students studying Spanish in Salamanca, Spain for 6 weeks as compared to 10 students studying Spanish AH in the U.S. for 6 weeks. As opposed to the current study, nine of the students in the SA abroad group were not majoring or minoring in Spanish. All of the AH students were minoring in Spanish. The SA group averaged 5.6 years (2–10 years) of previous formal study of Spanish, while the AH group averaged 6.5 years (5–9 years). Both groups completed a pretest and posttest to measure the production of [θ] before and after the treatment period. Unlike the current study, the students did not converse with a native speaker, but instead read a short newspaper article and responded out loud to open-ended questions written in Spanish. Native speakers from Salamanca completed sociolinguistic interviews, and 25 of these interviews were analyzed for the use of [θ], which they used 99% (622/625) of the time. In the SA group, only 1 participant produced [θ] three times

during the pretest and 6 other participants produced 33 occurrences of [θ] during the posttest. None of the AH participants produced [θ] during the pretest or posttest, which was unexpected since four of the students had previously studied abroad in North-Central Spain.

The researcher analyzed the linguistic, social, and stylistic variables in GoldVarb that affected the use of [θ]. The results showed that the participants categorically produced [θ] word-medially as opposed to word-initially. They also favored the grapheme 'z' over 'c' for producing [θ], with a GoldVarb factor weight of 0.79 for 'z' and 0.43 for 'ce' or 'ci'. They also slightly favored the use of [θ] in stressed syllables with a factor weight of 0.53 as opposed to 0.46 in unstressed syllables. With regards to stylistic factors, [θ] was produced more in the newspaper article (.53) than in semispontaneous speech (.40). The SA students tested into beginning, intermediate, or advanced Spanish grammar courses. Students in intermediate Spanish were more likely to produce [θ] (.68), followed by beginner students (.60) and advanced students (.24). Those SA students who were majoring or minoring in Spanish were more likely to produce [θ] (.65) than those in other fields (.40). Those SA students who lived in the dorm were slightly more likely to produce [θ] (.59) than those students who lived with a host family (.46). The students completed the Pronunciation Attitude Inventory (PAI), based on Elliot (1995), to determine if this attitude would affect the use of [θ]. Students who scored higher on this inventory, between 50–52 points, were slightly more likely to produce [θ] (.54) than students who scored lower, between 42–45 points (.45).

Knouse (2013) also investigated the use of target ([θ] and [s]) versus nontarget ([ks], [sh], [k], [kw], [z]) sounds corresponding to orthographic 'z' and 'c' before 'i' and 'e'. She found that from the beginning to the end of the 6 weeks abroad students significantly increased their use of target phones corresponding to orthographic 'c' before 'i' and 'e', however this increase was not found to be significant with orthographic 'z'. Similar to the current dissertation, this study found relatively low use of [θ] by study abroad learners, especially when compared to native speakers who used it almost categorically. This study is limited in that it did not investigate social networks or the amount of time the students

spent interacting in Spanish. It would also be interesting to note the motivation behind the students' choice to study in Salamanca, Spain.

Willis et al. (2009) examined the production of [θ] in nine female high school age learners of Spanish studying in León, Spain for 7 weeks. In a computerized sentence reading task, learners responded to various prompts, producing 136 separate utterances with 104 possible contexts for producing [θ]. This study differed from the previous ones, because it measured the development of [θ] throughout a 7-week immersion in León, Spain. It found that use of [θ] increased over time from 20.9% at Time 1 to 59.4% at Time 2. When examining individuals, however, 3 learners increased their [θ] use between 69 and 70%, 4 learners increased between 30 and 50%, 1 learner increased by 8%, and 1 learner decreased by 42%. As evidenced by a multiple choice grammar test, all learners were around the same proficiency level, improving from Time 1 to Time 2. More research would be needed to determine why 1 learner decreased her use of [θ].

This study also examined the linguistic factors affecting [θ] use and found no effect of word stress. There was an effect of word position, with [θ] produced more in word-medial position than in word-initial at both points in time. There is also an effect of following vowel, with the difference from Time 1 to Time 2 being significant when the following vowel was /a/, but not /i/ or /e/. Grapheme did not affect [θ] production, with about equal amounts of productions with 'c' and 'z' at both points in time. By the end of the time abroad students are repeating words in order to use [θ] the second time. This difference was significant with two uses at Time 1 and 21 uses at Time 2.

None of these studies examined the development of this feature over the course of more than 7 weeks in the same group of students. Also, a closer look at how a variety of social factors, including language attitudes and social networks, affect the development of [θ] is needed, since none of these previous studies can fully explain why this feature develops or why it does not. The current study fills this gap by examining how [θ] develops in 25 students as they study abroad for one semester in Spain.

L2 Spanish SA Phonology Research

Many previous studies examining phonological variants in L2 Spanish in SA contexts have used context of learning as one of the independent variables (Díaz-

Campos, 2004; Díaz-Campos, 2006; Díaz-Campos & Lazar, 2003; Stevens, 2001). That is, they have compared specific variants produced by learners abroad to a comparable group of AH learners in the U.S. A few studies have examined learners' progress throughout the semester abroad without using a control group of AH learners (Henriksen et al., 2010; Lord, 2010; Simões, 1996).

Simões (1996) examined the vowel production in five U.S. adults studying Spanish for 5 weeks in Costa Rica. The adults were all at the intermediate or advanced level before studying in Costa Rica. Simões (1996) used an OPI conducted both before and after the time spent abroad to examine vowel production. He found that two learners improved significantly, producing more accurate vowels on the second OPI. This improvement occurred mostly in the quality of the vowel, specifically in pronouncing fewer centralized vowels and fewer lengthened vowels. The two learners that improved were also the two learners with the lowest global ratings on the OPI. Simões conjectures that this could mean that learners at slightly lower levels are more likely to improve in their pronunciation of vowels after spending a short period of time abroad. Perhaps the more advanced learners need more time abroad, or explicit instruction, in order to demonstrate significant improvement. Based on a questionnaire, Simões found that increased confidence in using the language resulted in improvement for only two out of four learners.

Stevens (2001) also investigated the role of context on the pronunciation of various allophones. The three groups used in his study consisted of five intermediate learners of Spanish studying abroad for 7 weeks in Madrid, four advanced learners of Spanish studying abroad for 16 weeks in Madrid, and 13 learners of Spanish in a semester long beginning Spanish class at a university in Los Angeles. Each participant completed a pretest and posttest in which they read 16 Spanish words and told a story based on a series of drawings. The participants also completed an attitude survey based on Elliot's (1995) pronunciation attitude survey and a background questionnaire. Stevens (2001) measured the production of individual sounds similar to English sounds ([p t k δ r]) and sounds that are different than English sounds ([β ʎ r]). The results showed that all three groups improved significantly on the sounds similar to English, but only the two

study abroad groups improved significantly on the sounds that are different from English sounds. The other two groups, however, also improved, just not significantly so. All three groups reduced their VOTs in the voiceless stops, resulting in more accurate production, but this was only significant for the two study abroad groups. All three groups improved on their tap and trill productions of /r/, but only the AH classroom learners and the study abroad semester learners improved significantly.

As far as the effects of the independent variables, Stevens did not find an effect of task type (informal conversation vs. formal reading list) for any of the learners. For the AH classroom learners less rather than more exposure to Spanish aural media favored improvement in pronunciation. This may have been due to a difficulty in understanding the media causing the learners to hear white noise while reading the subtitles. The students that reported high levels of exposure to the media may have been trying to please the researcher, their instructor, and therefore exaggerating the amount of exposure. Not surprisingly, more rather than less use of Spanish outside the classroom and conversation lab also favored pronunciation improvement in the AH learners.

For the 7-week summer SA learners, no independent variables were found to be significant. For the semester SA learners a negative attitude led to improved pronunciation. Stevens thought this could be due to more exposure to the target language and target culture, leaving more time to foster negative attitudes while at the same time leaving more time for contact with native speakers. Therefore it could be the contact with the native speakers and not the negative attitudes that fostered improvement in pronunciation. The researcher said this could also be due to the instrument used to measure attitudes. Stevens (2001, p. 188) points out that the link between attitudes and improvement is “worthy of further investigation, especially with regard to underlying factors, such as empathy with target language speakers and their culture, and positive foreign travel experiences, etc., which may foster learners’ concern for a more native-like L2 accent.” Not surprisingly more use of Spanish with other speakers of English favored improvement in pronunciation, most likely due to the increased opportunity to practice speaking the target language.

Díaz-Campos and Lazar (2003) examined the pronunciation of the word-initial voiceless stops /p t k/ in a group of learners studying abroad in Alicante, Spain for 10 weeks as opposed to a group of learners taking Spanish classes at the University of Colorado at Boulder. The participants were recorded reading a passage aloud before and after a period of 10 weeks. Overall learners were found to have significantly improved their pronunciation of these voiceless word-initial stops. The most significant linguistic factor leading to such improvement was the vowel following the voiceless stop, with low and high vowels favoring more native-like production than midvowels. The study abroad context did not prove to be more beneficial in the acquisition of word-initial voiceless stops with the AH classroom learners improving significantly more than the SA learners. The researchers found that the AH learners who reported 7 or more years of formal Spanish instruction and more use of Spanish outside the classroom demonstrated more native-like production of voiceless initial stops, thus showing that more L2 exposure, including L2 practice outside the classroom, aids in more accurate pronunciation. It is also worth pointing out that the participants in both groups, SA and AH, completed the SAT II Spanish test before the treatment period of one semester. The AH learners scored slightly higher than the SA learners. Based on this test, on average, the AH learners placed into the beginning of third semester university-level Spanish and the SA learners placed into the middle of second semester Spanish. A slightly more advanced starting point in the L2, due to more years of formal instruction, may lead to more accurate pronunciation.

Using the same participants as Díaz-Campos and Lazar (2003; i.e., SA learners in Alicante vs. AH learners at the University of Colorado), Díaz-Campos (2004) investigated the pronunciation of word-initial stops, intervocalic approximants, word-final laterals, and palatal nasals before and after a 10-week treatment period. The learners were recorded reading a passage. The researcher found similar gains in the AH classroom learners and SA learners in voiced initial stops and word-final laterals. Both groups already demonstrated high levels of accuracy on the pretest in the pronunciation of palatal nasals. No gain was found with the voiced intervocalic approximants, suggesting that learners were not differentiating these sounds into a distinct phonetic category

In order to determine if a more informal speaking task would result in better pronunciation than a more formal reading passage, Díaz-Campos (2006) investigated the effect of task formality on SA and AH classroom learners. The learners were the same learners used in the previous two studies by this author. The results showed more target-like pronunciation in the informal speaking task, or conversational style, as compared to the read-aloud style for all learners. The SA learners performed significantly better than the AH learners in both tasks in the production of syllable-final laterals and word-initial voiceless stops with higher levels of accuracy in the conversational style as opposed to the read-aloud style. On the contrary the AH learners favored more native-like production of intervocalic voiced approximants, especially in the conversational style. This could be due to the fact that some AH learners had 7 or more years of previous formal Spanish instruction while none of the SA learners had as much previous formal Spanish instruction. High levels of native-like palatal nasal productions were found on the pretest and posttest of both groups. The SA learners were more accurate in the production of palatal nasals in the conversational style versus the read-aloud style. More research is needed to determine why intervocalic voiced approximants did not show much development over time. The researcher suggests that it may be due to an orthographic effect as well as L1 transfer (in the read-aloud task). The fact that the SA learners perform better in the conversational style task is indicative of the kind of practice in the L2 they get while abroad. They potentially have more opportunities to speak the target language with target language speakers, thus practicing listening and producing in this informal style.

Lord (2010) examined the effect of previous explicit instruction on the production of voiced stops and approximants in learners studying abroad in Mexico. She examined the VOT of voiced stops and approximants of eight intermediate learners of Spanish, all university students spending 8 weeks in Mexico. Half of the learners had received previous Spanish pronunciation instruction and half had not. Each participant read a list of 60 words and phrases, of which 10 tokens each of the stops [b], [d], [g], and approximants [β], [δ], [γ] were examined both before and after the time spent abroad. The group with previous Spanish phonetic instruction started off with lower VOTs, in other

words more native-like productions than the no instruction group, however both groups had low overall accuracy in their productions showing that instruction alone is not enough to achieve native-like production. On the posttest the instruction group outperformed the no instruction group, despite the fact that both groups exhibited statistically significant improvement. Even though no particular sound was above 45% accurate, this study provides some evidence that L2 phonetic instruction before studying abroad can lead to more dramatic improvement during SA at least for voiced stops and approximants. The learners also completed a questionnaire at the time of the posttest and all of the participants in the instruction group were aware of the rule taught for the most common distribution of approximants and stops in Spanish, but only one member of the no instruction group was aware of this rule. Lord (2010) claims that the instruction group then automatized this rule during the SA period resulting in increased accuracy after the SA period.

Lord (2006) investigated if the ability to mimic words and sentences improved as a result of a 6-week study abroad program in Mexico. The 19 L2 learners were all students in their third year of university level Spanish courses. The learners heard a sentence and then were asked to repeat this sentence for a total of 10 sentences. This task was performed on the first and last day of the 6-week study abroad period. Some of the sentences contained one invented but phonotactically possible nonce word and some did not. The researcher measured the number of nonce words reproduced correctly, the number of vocoid segments in the nonce word reproduced correctly and the number of syllables in each sentence reproduced correctly. The results showed no significant improvement in reproducing nonce words or vocoid segments of nonce words, but significant improvement was found in the number of syllables in each sentence reproduced. There was no control group of at-home classroom learners so there is no way to tell if this increased mimicry ability is due a result of time spent learning Spanish or the context of study abroad. Also there is no indication of how mimicry ability relates to pronunciation or linguistic ability. It appears to be more connected to syntax and pragmatics, in that perhaps the ability to mimic longer sentences will relate to the ability

to produce longer more complex sentences after a period of time abroad (or in the at home classroom), but more research would be needed to make this connection.

One area that has received little attention by L2 Spanish phonology researchers is that of L2 intonation. Henriksen et al. (2010) investigated the development of intonation of four L2 high school aged learners of Spanish studying in León, Spain for 7 weeks. The researchers specifically examined the development of declaratives, absolute interrogatives, and pronominal interrogatives using a computerized elicitation task administered at Time 1 (during the first week abroad) and Time 2 (during the sixth week abroad). For two speakers, the declarative elicited at Time 1 lacked a prenuclear pitch accent and for one speaker this pattern increased at Time 2. Another speaker inserted the prenuclear rise at Time 2 resulting in more inconsistent patterns at Time 2.

The final boundary movement of declaratives at Time 1 consisted of final rises, although this pattern decreased at Time 2 with more tokens of the native-like final fall. This final rise was attributed to transfer from English, as a final rise is common in English declaratives in the speech of adolescents in the Midwest. The absolute interrogatives were more consistent. The most common pattern was a prenuclear rising pitch accent followed by a nuclear valley and a final boundary rise. This final rise may represent transfer since a final rise would also be used in an English absolute interrogative, but this is unclear without further research. One speaker did not exhibit a rise on the first stressed syllable at Time 1 but did at Time 2. Another speaker did not exhibit this rise at Time 1 or 2, resulting in more consistency within this speaker. The pronominal interrogatives showed the least consistent results with three of the four speakers showing little change over time. One common pattern consisted of a rise on the pronominal word followed by a rise on the final stressed syllable followed by a final fall. The second common pattern consisted of the same pattern described previously but without a nuclear rise (i.e., rise on final stressed syllable). The third pattern was similar to the first except with a final rise instead of a final fall. The variable results could be due to variation of pronominal interrogatives in native speakers. In summary, this study described the developmental trends of pitch accents and final boundaries that exist in L2 intonation SA learners. For the declaratives and absolute interrogatives overall there was

a transformation to more native like over time although variability among and within learners persisted, causing a need for further L2 intonation research. Henriksen et al. attempt to explain this variability by stating that: “when new elements are added to the second language grammar there is an increase in variability until the more target-like element replaces the element that was previously in use” (p. 150).

The studies above, all conducting L2 Spanish phonology research with SA students, showed that SA can have varying effects depending on the participants, the type of task used to measure gains, and the context of the study. The participants themselves vary in a number of ways including the number of years of previous study of Spanish, which was found to play a role in the studies conducted by Díaz-Campos. They also differ in terms of proficiency level, attitudes, the amount of time spent out of class in the L2, and the type of activities realized in the L2.

Morphosyntactic Features in SA Research

As far as research on the use of morphosyntactic features in Spanish SA settings, subject pronouns, clitic accuracy, and the subjunctive have been studied (Isabelli, 2004; Isabelli & Nishida, 2005; López Ortega, 2003; Torres, 2003). These studies all compared SA learners to at home learners. Only the use of the subjunctive mood improved more in SA learners compared to AH learners (Isabelli & Nishida, 2005).

Kinginger (2008) investigated the use of the second person singular pronoun system in L2 French SA learners using a role-play task. She found that learners were able to improve over the course of a semester on the role-play task. They also improved on a task where six situations were presented forcing the learners to use a second person singular pronoun, choosing between the formal or informal pronoun. Some students improved more than others. For one learner this may have been due to the fact that his proficiency level was very low to begin with and improved greatly after a semester spent abroad. His improvement may also have been due to the fact that he was more familiar with the researcher and thus consistently employed the second person singular informal pronoun with her during the role play. Also more students used both formal and informal second person singular pronouns interchangeably during the pretest. This occurred less

on the posttest. It is important to note that there was no AH group of learners to compare these SA learners to.

Geeslin, García-Amaya, Hasler-Barker, Henriksen, and Killam (2010) investigated leísmo, or the use of *le(s)* as a direct object instead of *lo(s)* or *la(s)*, in 33 high school learners of Spanish studying abroad for 7 weeks in León, Spain. Twenty-four native speakers produced *le(s)* as a direct object 54.4% of the time in a written contextualized task. Although the learners approached native-like frequencies of *le(s)* at Time 1 (58.6%), the significant predictors of use were coreferentiality and telicity of the verb. At Time 2, the learners decreased their amount of *le(s)* (41.4%) and produced it significantly less than native speakers, with telicity and higher proficiency level as significant predictor of use. At Time 3 the learners increased their use of *le(s)* (46.6%), but not quite up to the native speaker norm. Their predictors of use for learners were coreferentiality, telicity, subject animacy, and higher proficiency level. The native speakers' predictors were referent gender, subject animacy, and telicity. Thus at Time 3, the learners share the most factors that predict the use of *le(s)* with native speakers, demonstrating a shift toward more native like use of *le(s)* at this point in time. Their frequency of *le(s)* production follows that of a U-shaped curve, which Geeslin and Guijarro-Fuentes (2007) also found in the SLA of copula choice. Such a curve means that the feature is overgeneralized at first, then decreases in use, and then increases gradually toward native-speaker norms of frequency (Ellis, 1997). The learners are still developing, as their frequency of *le(s)* falls short of the native-speaker norm at Time 3. Perhaps with more time abroad they would reach this norm.

Salgado-Robles (2011) also investigated the development of leísmo, but instead of high school learners he used university learners, 20 studying in Valladolid, Spain and 20 studying in Sevilla, Spain. He also had a control group of 18 native speakers from each place. Leísmo is commonly employed in Valladolid, but not in Sevilla. Using sociolinguistic interviews in addition to a written contextualized sentence task at the beginning and end of a 5-month semester abroad, he found that both groups of learners used more direct object pronouns at the end of the semester than at the beginning of the

semester, approaching target like norms of use. The data gathered from the written task mirrored that of the spontaneous speech.

The Valladolid learners increased significantly their use of *le* from 17.89% at the beginning of the semester to 41.50% at the end of the semester, falling short of the native-like norm of 62.60%. The learners in Sevilla decreased their use of *le* from 16.44% at the beginning of the semester to 12.39% at the end of the semester, approaching the native-like norm of 10.95%. Both groups of native speakers approached native like norms in terms of gender of the pronoun, referent number (singular or plural), telicity, and animacy at the end of the semester. Both groups favored the masculine referent, with the learners in Sevilla not differing from the native speakers. The learners in Valladolid did not differ significantly from native speakers for frequency of *leísmo* with plural referents, while the learners in Sevilla did not differ significantly from native speakers for frequency of *leísmo* with singular referents. Both groups approached the native-like norm for use of *leísmo* with animate objects, with the learners in Sevilla not differing significantly from the native speakers. In terms of telicity, the learners in Sevilla did not differ significantly from the native speakers, while the Valladolid learners approached the native-like norm. The extralinguistic factor of contact in the L2, or Spanish, was significant in that more contact led to more native-like norm use of *leísmo* in both groups of learners.

Geeslin et al. (2010) investigated the development of three variable grammatical features in 22 high school students studying for 7 weeks in San Luis Potosí, Mexico and 24 studying for 7 weeks in Valencia, Spain. Ten native speakers from San Luis Potosí and 8 from Valencia were also used. A contextualized questionnaire elicited *ser/estar*, preterit/present perfect, and simple present/present progressive at the beginning and end of the 7-week study abroad term.

Regarding the present perfect, the learners in Mexico move away from target-like norms in terms of frequency, but toward target norms in terms of predictors of the rate of selection. The learners in Spain, however, approach target norms in terms of frequency and predictors of use. Regarding the copular contrast of *ser/estar*, both groups of learners shifted away from the target norm in terms of frequency of use, demonstrating an

unstable interlanguage grammar. Similar to the present perfect, both groups exhibited change toward the target norm in terms of predictors of use. Regarding the simple present/present progressive, the learners in Mexico moved away from the target norm in terms of frequency of present progressive use, while the learners in Spain did not change significantly throughout the 7 weeks abroad, producing the present perfect significantly more than the target norm. Unlike the other two features under study the learners in both groups did not approach target norms in terms of predictors of use of the present perfect. This study did not examine individual factors of each learner which could have been attributed to more or less use of a structure. It also did not assess if learners were aware of these regional norms.

In terms of the acquisition of variable structures, learners are capable of approaching target regional norms, but the way they approach these norms differs. Sometimes they approach the norm in terms of frequency, sometimes in terms of predictors of use, and other times in terms of both. In addition, some norms are acquired earlier than others. Of the structures in which students approach target norms, sometimes they approach the norms in terms of frequency before predictors of use, while other times the opposite occurs.

Variationist SLA Approach

Research on the social factors causing interlanguage variation is plentiful (Tarone, 2007). Social factors will also be examined as well as their role in variationist SLA research, which was originally influenced by sociolinguistics. Research on SLA prior to 1997 with a sociolinguistic orientation initially demonstrated how changes in interlocutor, task, or topic could cause variability in interlanguage (Tarone, 2007). Since then some researchers (e.g., Long, 1997) have claimed that social factors do not change the interlanguage grammar, but instead are features of performance (e.g., Gregg, 1990). Several studies have shown otherwise. Those studies include

models and theories [that] view the learner as a social being whose cognitive processing of the L2 is affected by social interactions and social relationships with others, including those others who provide L2 input and corrective feedback. (Tarone, 2007, p. 840)

Sociolinguistics, which focuses on the relationship between linguistic and social factors on the production of a specific linguistic feature, has provided a useful framework for SLA research.

A recent sociolinguistic variationist model for SLA reported in Tarone (2007) is based on Preston's (2000, 2002) and Fasold and Preston's (2006) sociolinguistic model, which "can help SLA researchers interpret the growing body of empirical data on sociolinguistic variation in IL" (p. 840). This model is meant to explain interlanguage (IL) variation in adults who started learning the L2 as an adult or older adolescent. According to Tarone (2007),

[a] sociolinguistic variationist model for the study of SLA can provide an indispensable framework to focus SLA research on the interaction of social factors and cognitive processes as they produce the evolving, variable, linguistic system called *interlanguage*. (p. 875)

In this model each learner has at least two grammars, one for the L1 and one for each additional language. According to this model there are three causes of IL variation. The first cause consists of sociocultural factors including the interlocutor, purpose of the communication, and communication that affect variation which occurs in the L1 grammar and the L2 grammar. The second cause explains variation due to the linguistic context. The third cause of IL variation deals with the issue of time. According to the model, forms learned earlier are more internalized and therefore most automatic, while forms learned later are not as automatic, requiring more attention and control. This level also explains changes that occur over time, including change from above which can happen at school and change from below which often occurs in informal social settings (Preston, 1989). To summarize,

[a]ccording to a sociolinguistic model, variation and change in specific elements of the learner's L2 linguistic knowledge are caused by (a) social contextual factors such as interlocutor, social setting, task, communicative purpose, learner intention, role, and identity; (b) linguistic contextual factors in the surrounding discourse; and (c) time, that is, the time of the life of the learner when the L2 item or grammar was acquired relative to other linguistic items or grammars, and the demonstration of rate or route of SLA can be altered over time by contextual factors favoring explicit and/or implicit processes of acquisition. (p. 845)

Accommodation

When a speaker changes her speech due to the influence of the interlocutor, it is said that the speaker is accommodating her speech to that of her interlocutor's. Whether this change is temporary or permanent, it will affect the results of the tasks. Traditionally when speakers of one particular language are faced with various dialects they tend to use the most salient features of the dialect of their interlocutor in order to gain acceptance and to cooperate with that interlocutor and to identify with that interlocutor (Tuten, 2008). Accommodation theorists agree that when a speaker does not accommodate it may be because the speaker is identifying with her own group and not the group of the interlocutor (Gallois, Ogay, & Giles, 2005).

Accommodation is defined as

the process through which interactants regulate their communication (adopting a particular linguistic code or accent...) in order to appear more like (accommodation) or distinct from each other (nonaccommodation). (Gallois et al., 2005, p. 137)

Accommodation occurs at both the level of communicative behavior and at the psychological level through the speakers' motivations and perceptions (Gallois et al., 2005).

The Communication Accommodation Theory (CAT) involves facilitating comprehension through the maintenance or distance of identity. A speaker's language may become more similar to that of her interlocutor and thus converge to the speech of the interlocutor. Convergence may occur because the speaker wants to identify with the interlocutor and lose her original identity as manifested through speech. The speaker may not wish to identify with her interlocutor, thus resulting in divergence, or speech that is not similar to the interlocutor's. The speaker may wish to emphasize her original accent in order to maintain a positive identity of the speaker's original group (Gallois et al., 2005). It is important to note that these accommodation strategies, designed to explain first language variation are not static but dynamic, implying that they can change even within a single conversation (Gallois et al., 2005).

If participants in my study do not produce these sounds typical of the North Central Spain variety it could be because they align themselves more with a different

variety of Spanish and they are retaining their group identity of whatever variety of Spanish they speak, thus not identifying with this region of Spain. If the learners want to diverge and thus maintain their original accent they may do so in order to maintain their original identity, or when they want to dissociate from their interlocutor. If the learners exhibit local accent features, it could be because they want to identify with their interlocutor as an in-group member or because they desire to appear in a positive manner with their socially influential interlocutor and adopting a standard regional accent will do just this. It may be hard to distinguish between these two reasons.

Saliency, defined by Siegel (2010, p. 120) as “the characteristic of being easily noticeable, prominent or conspicuous”, can play a role in accommodation as well. According to Trudgill (1986), saliency is related to awareness in that accommodation can only occur when the speaker is aware of certain features. This awareness is brought about for a number of reasons including stigmatization, or stereotypes that are imitated or mimicked in joking or making fun of a dialect; variants undergoing linguistic change; a variant that is phonetically distant from another variant; and/or a variant that exhibits phonological contrast with another variant, meaning that it forms a minimal pair and therefore distinguishes meaning. Saliency will be discussed next in terms of how it relates to SLA.

Saliency and Noticing

The dialectal features under study are certainly not rare and are probably considered salient by most speakers of Spanish outside of Castilian Spanish. Saliency may be related to noticing, at least in the mind of the learner. In other words do participants notice the differences in the input and then produce them, thus adhering to the Noticing Hypothesis in which Schmidt (1990, 2001) stated that noticing must occur before acquisition is possible? Noticing is defined as consciousness, which “is a facility for accessing, disseminating, and exchanging information, and for exercising global coordination and control” (Ellis & Larsen-Freeman, 2006, p. 571). This means that learners would need to become aware of dialectal features before they can be acquired. Some learners may have been previously exposed, but this does not mean that they became consciously aware of these features especially if they were not exposed to much

input containing these features. I do attempt to measure dialectal awareness, via the language questionnaire that will be explained later, without asking about the specific features under study. Some of the participants were enrolled in an introductory Hispanic Linguistics course where phonetics and phonology were taught. This course most likely enhanced their noticing of the dialectal phonological features under investigation. A statistical analysis was run to compare students' use of [θ] for those who took the course and those who did not. The results are discussed in Chapter 4.

Another important ramification of noticing is the cognitive process of attention to form and its effect on the participants' performance of tasks that require different kinds of attention. Tarone (1979) states that this attention to form is what causes the learner to perform variably depending on the task. She stated that tasks that require more attention to form than meaning will generate more accurate learner language. This, however, was not held up by Díaz-Campos's (2006) data, which showed that learners performed better on an interview than when reading a passage aloud. An interview is typically considered a task which involves focusing on meaning over form whereas reading a passage aloud is considered a task that involves focusing on form over meaning.

The audience and their roles, status, and power relationships with the learner are where other social characteristics derive from that cause the learner to pay more attention to a certain form, meaning, or linguistic variant. This is in line with Variationist SLA research which

assume[s] that social setting (particularly the social role and identity of the interlocutor), affects learners' attention to differing aspects of L2 input, and also differentially affects learners' attentional processes in producing interlanguage. (Tarone, 2010, p. 98)

Attention is, therefore, both cognitive in that it occurs in the mind of the learner, and social in that it is affected by the social setting, especially the interlocutor, and for sociolinguists both are involved in "processing L2 input and producing interlanguage" (Tarone, 2010, p. 98)

Attitudes

Attitudes have been shown to have an effect on pronunciation (Baker, 2008; Moyer, 2007) and this is most likely related to the fact that people have attitudes about

language, including accents and pronunciation (Garrett, 2010). These attitudes have been shown to affect the pronunciation of L2 speakers including L2 speakers in a SA context (Drummond, 2010; Stevens, 2001). They cannot be observed directly since they are considered a psychological construct and thus must be inferred from reactions and statements made by the participants (Garrett, 2010). Also, their attitudes may be implicit and therefore hard to define explicitly.

Coleman (1998b) confirmed that stereotypes by European students about other European students are set in primary and secondary school and therefore hard to change even by an experience such as SA. For example, he found that living abroad actually enhanced these stereotypes. In Coleman (1996), L2 learners rated other Europeans from specific European countries on a Likert scale according to specific qualities, listed individually. This study showed that post SA students had more negative perceptions of the L2 speakers than pre-SA students. How these negative perceptions related to language development, however, was not discussed. A follow up study showed that the qualities given higher ratings depended in part on the type of interaction the learners had with the L2 speakers during SA. Coleman (1998a) found that British learners studying abroad at French universities found the French more hardworking, serious and arrogant while British learners on an internship in France found the French more helpful, good-humoured, tolerant, and friendly.

In addition to finding that more interaction in the L2 led to higher gains in language proficiency, Yager (1998) examined language attitudes of L2 Spanish learners studying abroad in Mexico and found that overall greater enjoyment of Spanish pronunciation led to improvement in Spanish proficiency. In addition, as attitudes toward the NSs became more positive for the beginning-level learners, so did language proficiency. Instead of using an OPI, the participants were recorded describing pictures and then native speakers rated the participants on degree of nativeness.

Stevens (2001) measured pronunciation improvement across learners of Spanish from three groups: five intermediate learners of Spanish studying abroad for 7 weeks in Madrid, four advanced learners of Spanish studying abroad for 16 weeks in Madrid, and 13 AH beginning learners studying Spanish for one semester at a University in Los

Angeles. He found that for the four advanced SA learners studying for one semester in Madrid, a less positive attitude promoted improvement in pronunciation while a more positive attitude did not, based on Elliot's (1995) pronunciation attitude survey. This negative attitude could be the result of more time, an entire semester, spent in the target culture in comparison to the other SA group who only spent 7 weeks abroad. This longer length of time spent abroad exposed learners to more interaction with native speakers, thus allowing them more time to develop negative attitudes, while at the same time resulting in increased L2 pronunciation ability. Another possible explanation provided by Stevens (2001) for improvement in pronunciation despite these negative attitudes is the instrument used to measure attitudes. Stevens (2001) points out that the link between attitudes and improvement is

worthy of further investigation, especially with regard to underlying factors, such as empathy with target language speakers and their culture, and positive foreign travel experiences, etc., which may foster learners' concern for a more native-like L2 accent. (p. 188)

It will therefore be beneficial to examine individual and social factors in order to add evidence to explain the link between language attitudes and improved L2 pronunciation.

Social Networks and SA

SA has been shown to improve oral production ability in L2 learners (e.g., Brecht, Davidson, & Ginsberg, 1993; Collentine, 2004; Collentine & Freed, 2004; Isabelli-García, 2006; Segalowiz & Freed, 2004). While most of these studies did not describe the type of interaction the learners had with native speakers, a few have examined the impact of social networks on language gains resulting from studying abroad.

Isabelli-Garcia (2006) identified four native English-speaking participants' social networks in a SA program in Buenos Aires, demonstrating a connection among motivation for learning the L2, attitude toward the host culture, and the number of native speakers in participants' social networks, thus showing how all of these individual extralinguistic factors account for participants' oral communication abilities. The study attempted to integrate Bennet's (1986) acculturation model in order to account for participants' motivational and attitudinal reasons for interacting with native speakers. It

did not, however, examine specific sounds in the participants' speech, instead examining oral ability as measured through a pre- and posttest Simulated Oral Proficiency Interview (SOPI) and monthly 15-minute informal interviews conducted with the researcher. With the SOPI, an overall rating (e.g., Intermediate High) is given based on the 1986 ACTFL guidelines. The informal interviews were coded for syntactic error measures common in learners and also ones that were found to show improvement over time. Learner attitudes were measured based on diary entries written in English and the informal interviews previously mentioned. The analysis of attitudes was based on any comments made that compared the two cultures (that of the U.S. to Argentina), described the Argentinean way of life, described feelings towards a specific event, and described new perspectives about Argentinean life, its people or culture.

In order to gather information on social networks, Isabelli-Garcia (2006) collected log sheets at three points throughout the study in which participants identified the people with whom they interacted. Social networks were then identified based on the informal interviews, the weekly diaries, and the log sheets. What is unclear is if motivation and Spanish social networks led to improvement in overall Spanish speaking ability or if simply the time spent abroad, which involved taking classes, was responsible for this change. All of the participants improved on linguistic accuracy as measured by improvement on tense (present or past), aspect (subjunctive or indicative), subject-verb agreement, and gender and number agreement, and all but one showed improvement on the SOPI.

Of the three participants who improved on the SOPI, the improvement of two could be attributed to social networks, whereas one could not. One participant showed a negative attitude toward the host culture, low motivation, and mostly English social networks and yet still improved. This is similar to what Stevens (2001) found in four advanced learners studying abroad in Madrid. The learners' negative attitude coincided with improved pronunciation. Stevens attributed the improvement to more exposure to L2 input, something which also led to more time to foster negative attitudes, especially when compared to a group of classroom learners. The participant in Stevens's study demonstrated low motivation and a negative attitude toward the host culture. It is

hypothesized that her limited Spanish social networks did not allow her the opportunity to practice narrating in the past and thus she never acquired the past tense. Also, whether or not participants hung out in large or small groups seemed to be a factor as well, with small groups or pairs allowing for more time to speak and, in turn, more time to practice and thus improve language skills. While this study provided rich qualitative data on four participants' unique experiences studying abroad, a quantitative analysis would provide even more evidence of the role of motivation, attitude, and social networks during SA.

While the purpose of Aguilar Stewart's (2010) study was to measure how e-journals could be used to chart students' progress both linguistically and socially using a variety of assessment measures, one aspect of the study focused on the effect of social networks on oral and written language improvement. Social network was measured based on what students wrote in their e-journals, which were similar to diaries. The students were studying abroad for one fall semester in Puebla, Mexico and had the choice of living in the dorm with Mexican students and their fellow American students, living with a host family, or living in an apartment. Of the eight learners, the one with the largest social network made the most gains on listening comprehension while the one with the smallest network did not improve on this measure.

The study focused on 3 intermediate-level learners of Spanish out of the 8 total, investigating in detail how their social lives affected their linguistic improvement. One of the three students who relied heavily on her American social network back home did not improve on listening, reading, or subjunctive, but did improve on the use of the preterit and imperfect. This female student's Spanish-speaking social network was small, consisting of her professor and her Mexican roommates whom she did not converse with significantly after changing dormitory rooms to be closer to her American friend. The other female student, who had a wider network of Spanish-speaking interlocutors, conversed extensively with her Mexican roommates and also improved her use of preterit and imperfect throughout the semester. A male student, on the other had did not make gains in the uses of preterit and imperfect, but did make gains in the use of subjunctive and the use of discourse markers. This student, despite maintaining daily contact with his American girlfriend via Skype, spoke Spanish regularly and in depth to six locals and

avoided speaking English to other Americans on the program. Aguilar Stewart's (2010) study showed that social networks resulted in individual differences, with large and small social networks resulting in linguistic gains. This could be due to incidental learning.

In her dissertation, Lybeck (2002) measured acculturation using social networks, providing evidence in favor of Schumann's (1978) Acculturation Theory and examined the relationship between pronunciation and acculturation. Based on interviews with American women living abroad for 1 to 3 years in Norway, in addition to labeling and identifying their social networks twice in the span of 1 year, once in the fall and once in the spring, Lybeck found that the participants with stronger Norwegian social networks were also the most accurate with their Norwegian pronunciation. The surprising result was the fact that one learner reduced her Norwegian pronunciation skills and Lybeck linked this to the negative impact of her relationship with her Norwegian in-laws. Thus this learner did not feel like she was supported when she spoke Norwegian, so she retreated back to a more American pronunciation of /r/. Thus both acculturation and identity impacted her pronunciation as did the lack of support in one of her social networks.

Milroy (1987) identified network zones, with first order zones consisting of persons directly linked to the participant and second order zones being more distantly connected to the participant. This is because first order zones were said to consist of more close-knit relations in which social and linguistic norms are enforced and reinforced. In Lybeck's study, this indeed was the case as in-laws might be considered to be in the first zone, depending on the culture, and it was in this social network where the learner did not feel supported and therefore chose to sound more American in her Norwegian speech. This is another case where attitudes towards the target language speakers and their culture also affected target language pronunciation.

Magnan and Back (2007) examined the role of social interaction and its relation to language learning gains in overall proficiency as measured by the OPI in French SA learners. While this study did not examine social networks specifically, they were implied as the learners filled out a questionnaire about whom they had contact with and what languages they spoke with each person. The results showed that the learners who spoke

French with their American classmates improved less than students who did not converse in French with their American classmates. While most of these learners had access to native speaking French speakers at least during part of the time while abroad, this is not always the case and thus has been shown to hinder language development abroad, which will be shown in the next paragraph.

Having access to native speakers in their social networks can be crucial to SA learners in the process of constructing and reconstructing a social identity (Kinginger, 2004). The typical American SA program groups American students together in classes, thus limiting their willingness to interact with locals (Kinginger, 2008). Kinginger (2008) conducted case studies in 2003 of American SA learners in France and found that learners who formed quality relationships with local natives were found to improve the most. One learner, who did not interact much with her host family, showed a decrease in performance on a listening test. Another learner who was not interested in maintaining social networks abroad due to the short period of time she would be there, and therefore was able to maintain her personal relationships from back home through the use of the Internet, showed only modest gains on various language proficiency measures. In contrast, another learner was able to “gain access to an array of communicative settings in which his performance as a speaker of French was assisted by expert others”, and he also showed great improvement on various language proficiency measures (p. 92). Likewise, another learner showed gains especially in listening and sociocultural awareness, quite possibly due to her French classes and conversations with her host mother. It seems that more quality input from native speakers whom the learners would have considered to be in their first network zone led to greater language improvement than in learners without such L2 networks.

This was also true in the case of the French SA learner who was the focus of Kinginger (2004). A slightly older and less conventional student than the other Americans with whom she studied abroad, she did not have enough money to travel with her fellow Americans on the weekends so she stayed in her French city and was able to build and maintain social networks with other native French students, thus causing her French to improve more so than that of her American classmates.

Even when access to native speakers is available, it is a speaker's choice who to interact with. This is the case in Ghosh (2005) where dialect leveling of Mexican and Puerto Rican Spanish in a high school setting did not occur because the participants who ethnically identified as being of Mexican or Puerto Rican descent either did not interact with each other or when they did, they spoke mainly English. In the current study, SA access to native speakers is addressed and varies according to each participant.

Kinginger (2008) found that SA participants could maintain their current social networks already in existence with use of social interacting sites like Facebook. Aguilar Stewart (2010) found this to be true as most of her participants remained in contact with their American friends and families via Skype. Despite this, one student managed to make linguistic gains and form social networks with locals. It could also be the case that participants add L2 speaking contacts to these online social networks, and this is something that has yet to be investigated in SA research, perhaps because it may not result in improvement of oral proficiency given the written medium of communication involved in online communication.

Conclusion: Review of the Literature

The previous research suggests a need to study the development of [θ] via multiple tasks during a semester long program. No previous research, to the knowledge of the researcher, has investigated the development of [χ] or *vosotros* in learners of Spanish studying abroad in Spain. The current study addresses this issue. In addition, the literature suggests various individual, social, and linguistic factors that have influenced the L2 acquisition of learners studying abroad. The current study will shed light on the correlation of these factors with the development of the three dialectal features under study.

Chapter 3

Methodology

The research design is a multimethods quantitative approach. This approach involves using more than one method to collect data within a quantitative paradigm. For this reason a variety of tasks were used to elicit data. In addition, structured interviews were used to supplement questionnaire data in order to verify and expand on the responses provided in the questionnaire.

The quantitative research involves the four tasks and two instruments listed in the tasks/instruments section below. A semistructured interview was also conducted at the beginning, middle, and end of the semester in order to verify responses provided in the questionnaire and to further understand the influence of social factors such as attitudes, identity, motivation, and personal networks on participants' production of [θ], [χ], and *vosotros*. The questionnaires and interviews are important to investigate individual differences that might present themselves in the tasks designed to elicit dialectal features. These individual differences could be due to “the kinds of access to social interactive settings that students are in fact able to negotiate and the dispositions that these students adopt with respect to living abroad, encountering others, and learning the language” (Kinging, 2008, p. 59).

The Participants and the Research Site

Initial recruitment of the participants occurred at the end of the spring semester of 2011, at an orientation session on the University of Minnesota campus that all Toledo study abroad participants were expected to attend. I briefly explained my study and then passed around a sign-up sheet which included the potential participant writing down her name and email address. I then emailed the interested students and explained in further detail what I wanted them to do throughout the semester. I included the consent form in the email as well. Five participants filled out the language background and attitude questionnaires in the summer, just before leaving for the semester abroad. Then when I arrived in Toledo, Spain, the same day as most of the participants, I recruited more participants, eliciting their emails and quickly explaining what I would want them to do. In the email I further explained the project and attached the consent form. Several

students emailed back stating their interest and most of these students were included in the study. The students were also offered 20 Euros to participate in the study if they completed all parts of the study. They were paid at the end of the semester, after completing all parts of the study.

The participants were 25 adult university students, studying abroad in Toledo, Spain during Fall 2011. All were native speakers of English with parents who are also native speakers of English. Their university type, ages, year at university, sex, majors, and minors are shown in Table 1. They range in age from 18 to 22, with the exception of one learner who was 31. Their year at university ranges from second year through fifth year. There were 6 males (24%) and 19 (76%) females, mirroring closely the typical gender ratio of 25% male and 75% female of participants on this study abroad program. All of the participants were pursuing Spanish beyond the intermediate level, which means that they were in their 5th semester or higher of university level Spanish at the time of the SA and all were Spanish majors or minors. Thirteen of the participants were students at the University of Minnesota, while the rest were from other U.S. universities.

Table 1
Participant Characteristics

Speaker	University Type	Age	Year	Sex	Major	Minor
1	Small Private	20	3	F	Political Science, Spanish	
2	Large Public	20	3	M	Spanish, Applied Economics	
3	Large Public	20	3	F	Spanish, English	
4	Small Private	21	4	F	Psychology	Spanish
5	Large Public	18	2	F	Biology, Premed	Spanish
6	Large Public	20	3	F	Psychology	Spanish
7	Large Public	20	3	F	Individualized studies concentrating on Spanish, Psychology, and management	
8	Large Public	21	4	F	International studies, Spanish, Arabic	Anthropology, Political Science
11	Large Public	21	4	F	Psychology	Spanish
12	Small Private	20	3	M	Philosophy, Theology	
13	Large Public	20	3	M	Biochemistry	Spanish
15	Large Public	20	3	M	Psychology, Spanish	Child Psychology
16	Small Private	20	3	F	Art, Spanish	
17	Large Public	20	4	F	Psychology	Spanish, Leadership
18	Large Public	22	5	F	Communication	Spanish, Leadership
19	Large Public	20	3	F	Psychology	Spanish
21	Small Private	20	3	F	Education and Spanish	
22	Small Private	20	3	F	Spanish and Sociology	
23	Small Private	21	3	F	Education for Businesses	Spanish
25	Large Public	20	3	F	International Studies, Spanish	
26	Small Private	20	3	F	History	Spanish, Business

(continued)

Speaker	University Type	Age	Year	Sex	Major	Minor
<i>Table 1, continued</i>						
27	Large Public	31	5	M	Spanish	Architecture
29	Large Public	21	4	F	Communication, Spanish	
30	Large Public	20	3	F	Art History, Media Studies	Spanish
31	Large Public	20	3	M	English, Spanish	

The research site was an international university SA program sponsored by the José Ortega y Gasset Foundation and the University of Minnesota. It is for students who have typically completed four semesters of Spanish and who wish to take classes in the Spanish language for university credit. The program takes place in the city of Toledo, a city of 89,000 inhabitants as of 2009. Located 73 kilometers south of Madrid, Toledo is the capital of the autonomous community of Castilla-La Mancha. The Spanish spoken in Toledo is considered to be Castilian Spanish and the three features under investigation are commonly produced in native speakers from Toledo.

The students enrolled in the SA program take classes with students from universities all over the U.S., including Puerto Rico. The classes, taught entirely in Spanish by professors mainly from Toledo and Madrid, consist of a variety of topics including Spanish culture, Spanish literature, and Spanish linguistics. The students take a placement test upon arrival and then adjust their schedules accordingly. Because I lived in the dorm with some of the participants, I was able to observe them while on the research site, as they interacted with each other and with the program staff.

Positionality

As a former study abroad student in Spain, I believe that acquiring a certain dialect is important, especially when one wants to pursue a career involving speaking Spanish. I also believe that the acquisition of such dialects is not static, but open to change based on a variety of factors. These factors could include the L2 speaker's identity, amount of time spent interacting with speakers of a particular dialect, motivation

to speak a particular dialect, proficiency level, and whether or not it was the first learned formed or not.

Every researcher brings their bias into the research and therefore I believe that my bias is that I am an advanced Spanish language learner who has experienced study abroad in Spain and has seen firsthand its effects on dialect acquisition. While conducting my research, I strived to remain impartial by not portraying my biases and remained as neutral as possible, especially when interviewing participants, so that their thoughts and feelings emerged without feeling imposed on by the researcher. Therefore I strayed away from expressing any opinion I had about varieties of Spanish and which varieties I preferred or thought were easier to comprehend.

The reason I chose to have participants converse with a native Castilian Spanish speaker instead of me was because at the time I did not speak Castilian Spanish, or use the three features under study. However, after a few weeks in Toledo I started to use these three features. The reason I believe I did so was because I visited friends in Northwest Spain and it felt natural to me to use these features with them. I had previously used these features with them while studying there six years earlier. Upon returning to Toledo after this visit, I recall a Puerto Rican student commenting on my use of [θ] acknowledging that I was now sounding more Castilian than I had previously sounded. I was also using [χ] and *vosotros*.

Prior to arriving in Toledo, I went through phases of using and not using these features while living in the US. Typically I would use the features for a few months after returning from either studying, travelling, or living in Spain. After a few months, I would stop using the features. There are a few reasons why I think this happened. The first was that I did not maintain constant contact with my friends in Spain, and when I did, it was mostly through email, where I might have used *vosotros*, but not the phonetic features. Another reason is that I had more Spanish-speaking colleagues in the US who did not use these features than ones who did and it felt more natural for me to accommodate to them by not speaking Castilian Spanish. A final reason is that some of my students, who were learning Spanish, responded negatively to my Castilian Spanish accent, stating that they did not like how it sounded and that they hoped they would not end up sounding like me.

This affected me emotionally, even though I felt that it probably should not have. Despite this, one semester directly after returning from living in Spain, I managed to use the features throughout the semester while teaching Spanish, but then later I decided not to use the features in my speech. After a while it simply became easier, both emotionally and cognitively, not to use them. Prior to studying abroad in my final year as an undergraduate, I had only limited exposure to Castilian Spanish. My middle school and high school Spanish teachers were from the US with influences from Mexican Spanish. Therefore, I believe I almost always felt more comfortable with the first learned forms, which did not include the three Castilian Spanish features.

Tasks/Instruments

Tarone's Variability Model of Interlanguage (1983, 1988) suggests that different types of tasks will lead to different types of interlanguage production. For example, a reading task might elicit more monitored, controlled speech whereas an interview might elicit more informal vernacular speech, which might be less monitored as the learner is paying more attention to meaning than form. In addition, "no single method of data collection can provide a complete picture of language acquisition and its use" (Geeslin, 2010, p. 514). For these reasons, I used a variety of tasks in order to elicit various types of speech. The participants completed four tasks: a conversation, a reading passage, a word list, and a discourse completion test. Each task was completed once before studying abroad, once in the middle of the semester abroad, and once near the end of the semester abroad. All of these tasks were audio recorded using a Marantz digital recorder.

Other instruments used were an interview with the researcher in the language of their choice with participants about their awareness and attitudes toward Spanish dialects. These interviews were also conducted to discover any changes in attitude towards the Spanish language and its varieties and/or social networks. This was coupled with a questionnaire about the same topics. Finally, students completed a language background and use questionnaire. This questionnaire also contained information to determine each participant's social networks, particularly with Spanish speakers and also to find out what varieties of Spanish these speakers use. Each of these instruments was completed at the beginning, middle, and end of the semester abroad.

The tasks were also completed by four native speakers from Toledo, Spain in order to verify the pronunciation of the elicited sounds in this dialect. It was expected that the native speakers would consistently produce /θ/, /χ/, and *vosotros* in their speech. This will be discussed in the analysis and results section.

The Conversation

The participants spoke with a native Spanish-speaking interviewer from Spain who exhibited all three of the target features: /θ/, /χ/, and *vosotros*. Each interviewer was provided a list of questions, shown in Appendix A, to use in the conversation so they could initiate and maintain the conversation. The interviewer was instructed to let the participant talk as much as possible, but to answer any questions asked. This was designed to elicit a more vernacular, or informal, style of speech. In this way the participants were more likely to pay attention to meaning rather than form. The questions started off with fairly easy grammatical structures and became increasingly more difficult, so as to elicit a variety of topics and a variety of grammatical structures. None of the questions were beyond the anticipated level of the participants, because they had been previously exposed to all structures in prior Spanish courses. The conversation was transcribed by the researcher and the two phonological tokens that were examined are /θ/ and /χ/.

The Reading Passage

One way to elicit data in SLA research, especially of the phonological nature, is through reading aloud tasks. Reading passages of texts, sentences, or word lists are commonly used in L2 phonology research (e.g., Bongaerts, Planken, & Schils, 1997; Face & Menke, 2009; Flege, Frieda, Walley, & Randazza, 1998; Major & Faudree, 1996; Moyer, 1999; Riney & Flege, 1998) to evaluate the pronunciation of the linguistic feature(s) under study. They are an easy way to ensure that the participants will produce or attempt to produce the sounds elicited by the researcher. The reading passage is designed to elicit more formal speech than the conversation, and according to the Variability Model of Interlanguage (Tarone, 1983, 1988), the learner should be paying more attention to form during this task. Although the reading passage does not elicit

spontaneous speech, it does provide the speaker with meaningful contexts in which to pronounce each word.

The reading passage, shown in Appendix B, was designed to elicit two specific sounds, /θ/ and /χ/, commonly found in Castilian Spanish. An advantage to the reading passage is that it elicits the exact same sounds three times throughout the semester in the exact same linguistic contexts in order to measure any changes in production of the elicited sounds as the semester progressed.

The Word List

While word lists are devoid of meaningful context, they are commonly used to measure phonological ability in SLA research. They have also been used in SA research. The word list was comprised of words that were in the reading passage. This is to establish if the participants used the same pronunciation when the words were elicited in isolation as when they were elicited in the context of the reading passage, which participants were instructed to read first, before the word list. The word list, shown in Appendix C, included 20 tokens each of /θ/ and /χ/. There were also 20 distracter words so that the participants did not guess which sounds were going to be analyzed and then possibly attempt to modify their production. The words were presented one at a time on index cards in a random order so that the participants did not read the words as a string but rather as single words.

As with the reading passage, an advantage to the word list is that it elicited the exact same sounds in the exact same linguistic contexts three times throughout the semester in order to measure any changes in production of the elicited sounds as the semester progressed.

The Discourse Completion Test

The Discourse Completion Test (DCT) is one of six common tasks used to elicit pragmatic information (Brown & Ahn, 2011). It provides the learners with a context in which they would actually use the speech elicited. Typically there are two kinds of DCTs, specifically the written and oral DCT. The written DCT is when the learner reads the prompt and then responds in writing with what they would actually say. The earlier versions of this written DCT consisted of a scripted response instead of an open response,

where participants read a script and then filled in their response on the blank line based on the entire script. This version was first used by Blum-Kulka (1982) in order to compare speech act strategies of learners of Hebrew with native speakers of Hebrew. Based on the written DCT, the oral DCT was borne, and is when the learner hears a recording of the prompt and then responds orally to the prompt while being recorded (Rintell & Mitchell, 1989).

In this dissertation, the participants read the prompts in their L1, English, and then responded to the prompts in their L2, Spanish, into a digital recorder. This way they were not influenced by the words in the prompt since they were not in the L2. This task was used to elicit the production of *vosotros*, the second person plural form, used in Castilian Spanish for speaking to more than one person with whom the speaker is familiar. The participants were presented with two scenarios, written on a sheet of paper, and then were asked to respond out loud to various situations that could occur within each scenario. The scenarios and situations are shown in Appendix D. The responses were audio recorded and transcribed. Some of the situations required the use of the second person plural form, while others were distracters and thus elicited other forms such as first or third person.

These kinds of tests have been criticized because the participants have enough time to consciously think about what they are going to say and thus may not say what they would say if in a more natural speech setting (Golato, 2003). If the participants do produce *vosotros* it will show that they know they should use it, even if they wouldn't really use it in real life, pointing to an awareness of the dialectal feature. On the contrary, if learners do not produce this feature on a written DCT, then they are unlikely to produce it in natural speech (Eisenstein & Bodman, 1986). Beebe and Cummings (1996) support DCTs in that they are a way to elicit systematic data, which cannot easily be elicited in a natural setting. They found that native speakers would write down stereotypical responses for refusals that were reflective of natural speech, although not as elaborate as natural speech.

Semistructured Interview

A semistructured interview was conducted by the researcher, after the participants completed the tasks designed to elicit the dialectal features. The purpose of this interview

was for students to explain more about their SA experiences as they occurred throughout the semester. In addition, this interview provided insight into the participants' views on certain language varieties. During the interview, the participants classified their own Spanish language speech, if possible, as part of a national dialect (e.g., Mexican Spanish). The questions used in the interview are shown in Appendix E.

The Attitude Questionnaire

While attitudes are shown to have an effect on pronunciation (e.g., Baker, 2008; Moyer, 2007) they are not always easy to measure; nevertheless, they can be observed if the core definition is “a disposition to react favourably or unfavourably to a class of objects” (Sarnoff, 1970, p. 279 as cited in Garrett, 2010, p. 20). In this way an attitude is defined as an “evaluative orientation to a social object of some sort”; in this case, a language or dialect (Garrett, 2010, p. 20).

The two main ways employed in the past to measure language attitudes have been indirect and direct methods (Garrett, 2010). Direct methods often employ questionnaires asking the participants to evaluate a certain dialect or language and thus overtly express their language attitudes. One disadvantage to the direct approach is that the participants may simply respond in the way they think the researcher wants them to and not how they truly feel. By ensuring the participants' anonymity, this effect may be reduced (Garrett, 2010).

Sometimes these statements or questions can be more indirect as well so that the participants are unaware that they are being asked about their attitudes toward a certain language or dialect. These can also include hypothetical questions about how a participant would react if put in a certain situation. The disadvantage to hypothetical questions is that the responses do not predict what participants would do if they were actually in that situation in the future (Garrett, 2010). An advantage to both indirect and direct questions about language attitudes is that they can be easy to quantify and therefore allow for statistical measures of attitudes.

In this study I used both direct and indirect questions via a questionnaire. In addition to the questionnaire, the semistructured interview, explained previously, was also conducted as a way to triangulate the data in the questionnaire. The attitude

questionnaire is originally based on Gardner's (1985) Attitude/Motivation Test Battery designed for SLA, which measures language attitudes as they are related to language learning. This questionnaire, found in Appendix F, was administered three times along with the other tasks. The questionnaire administered at the beginning of the semester differs slightly in that it assumed no prior knowledge of Toledo and so it did not include statements about attitudes toward the city of Toledo, studying there, and its people, but rather included statements about attitudes toward Spain and its people. Likewise, at the beginning of SA, participants responded to statements about awareness of a Spanish dialect and the desire to sound Spanish, whereas toward the end of the semester abroad, participants responded to statements about awareness of a Toledo accent and the desire to sound like a local from Toledo. The other statements included on both questionnaires pertained to integral and instrumental motivation, pronunciation anxiety, and also statements meant to distract participants from the topic of language attitudes. The statements in the questionnaire were presented in a random order. The format consisted of a statement in which participants respond on a Likert scale in which 1 indicated strong disagreement and 6 indicated strong agreement with the statement.

The questionnaire was accompanied by a semistructured interview, conducted in the language that the participant chose. This was to clarify and verify responses to the questionnaire. This interview was conducted three times throughout the semester. The reason it is important to administer the questionnaire halfway through the semester and at the end of the semester has to do with culture shock and its potential effect on attitudes toward the dialect. Culture shock has been defined differently by different authors, but the first definition was "a 'disease' suffered by individuals living in a new cultural environment" (Oberg, 1960, as cited in Chapdelaine & Alexitch, 2004, p. 169). In order to quantitatively measure culture shock, Mumford (1998) used a questionnaire based on the 6 different facets of culture shock, which according to Taft (1977) are:

1. Strain due to effort required to make necessary psychological adaptations
2. A sense of loss and feelings of deprivation in regard to friends, status, profession, and possessions
3. Being rejected by and/or rejecting members of the new culture

4. Confusion in role, role-expectations, values, feelings, and self-identity
5. Surprise, anxiety, even disgust and indignation after becoming aware of cultural differences
6. Feelings of impotence due to not being able to cope with the new environment (as cited in Mumford, 1998, p. 149).

Mumford (1998) measured the culture shock of young adult British volunteers living abroad in 27 different countries and found that all seven statements on the questionnaire related to culture shock were correlated, meaning that they all represented the same theoretical construct of culture shock. Culture shock can potentially affect language and dialect attitudes especially if the participants demonstrate "disgust and indignation" to the target culture as a result of culture shock. Such feelings only arise after a period of time since the learner must first "[become] aware of cultural differences" between the target culture and the home culture (Taft, 1977, as cited in Mumford, 1998, p. 149). For this reason it is important to measure attitudes throughout the semester as they can change and one cause of the change could be culture shock.

Culture shock can also be related to amount of interaction with hosts in the target language country. For example, more interaction with host families was found to be due to a lesser degree of culture shock in a study by Chapdelaine and Alexitch (2004) who found that international graduate students in Canada interacted less with the host country members the more cross-cultural difference existed between their home culture and the culture of Canada. They also found that the greater the number of international students from the same country, the less interaction involved with the host country. The same type of situation, which may deal more with interpersonal relationships and less with culture shock, may also affect the amount and type of interaction as well as attitude of the participants in the present dissertation study. For this reason it is useful to obtain information about language use with different interlocutors, which will be mentioned in the following section.

The Language Background and Use Questionnaire

The participants completed a background questionnaire, found in Appendix G based on the Language Contact Profile (Freed, Dewey, Segalowitz, & Halter, 2004) at the

beginning, middle, and end of the semester abroad. The questionnaire filled out at the beginning of the semester elicited personal information such as age and major field of study at the university as well as languages learned and used by the participants along with the languages spoken with their parents and Spanish language courses taken in school. It also asked about previous travel or SA experiences in Spanish-speaking countries as this could influence the pronunciation of the participants. In addition, this questionnaire asked students to identify the national dialects of their previous Spanish teachers. It also elicited information about how much time the participant had spent doing certain activities in Spanish. A part of the questionnaire elicited information about the participants' personal relationships with Spanish speakers, based on a social networks questionnaire in Qiu (2011). The participants were asked to identify their relationship with each person, as well as how often they spoke Spanish with each person in different situations. Furthermore, the participants were asked to identify the national dialect and, when known, the city of origin of each Spanish-speaking person in the network.

Halfway through the semester, participants filled out a second questionnaire. This time they were asked to list the Spanish courses they were taking in Toledo along with the nationalities or cities where their instructors were from. The participants then indicated whether they were staying with a host family or in the dorm along with some information about language use in the living situation. The participants then selected how often they used Spanish and English on a weekly and daily basis in a variety of general contexts. Similar to the questionnaire completed at the beginning of the semester, the participants filled out some information in order to identify social networks, or personal interactions, with Spanish speakers including identifying their variety of Spanish spoken. A similar questionnaire was also completed at the end of the semester abroad.

Research has shown that there are many factors that affect pronunciation. While SA may be one of them, there also may be individual factors involved too. For this reason it is necessary to find out how these individual factors affect the pronunciation of variable features of the participants.

Global Rating of Dialect

Eleven native Spanish speaking raters (three residing in the U.S. at the time, and nine residing in Spain) listened to the 25 participants reading two sentences from the reading passage. They also listened to nine L2 learners who had never studied abroad and two L2 learners who studied abroad in Chile, two in Argentina, four in Venezuela (Andean part), and four in Ecuador. All participants had similar backgrounds, but differed in terms of study abroad experiences. Two native speakers from each of the countries previously mentioned were included as well, along with four native speakers from North-Central Spain. The samples from each speaker were presented in random order in an online survey.

The two paragraphs read were taken from the reading passage read at the end of the semester for the participants from Toledo. These paragraphs were chosen because they contained 10 tokens of the uvular fricative, 15 tokens of the interdental fricative, and tokens of distinguishing features of other dialects. The raters were asked to rate the level of foreign accent that they heard on a Likert scale of 1 (*no foreign accent*) to 7 (*strong foreign accent*) after listening to a recording of each participant reading two sentences from those two paragraphs containing 6 possible tokens of [θ] and 5 possible tokens of [χ]. They were then asked to identify a dialect, if any, of the speaker and rate that dialect on a Likert scale of 1 to 7, with 1 *sounding a little like that dialect* and 7 *sounding a lot like that dialect*. The Spanish raters filled out background and demographic information about where they have lived, what languages they speak, and how familiar they are with second language learners.

Identifying and Coding the Dependent Variables

The tokens of the two phonological features were extracted from the conversation, reading passage, and word list. Some tokens were also extracted from the Discourse Completion Test, in the cases where there were not enough tokens in the conversation. Then the researcher listened to each token and coded it accordingly, using IPA transcription. When necessary, the researcher used PRAAT (for acoustic analysis) in order to distinguish the sound produced.

Four advanced graduate students in Hispanic Linguistics along with the researcher listened to 174 tokens where [θ] could have been produced, along with some cases where it could have been overgeneralized (i.e., produced in a context where it is unexpected). Due to a high number of tokens, two graduate students and the researcher listened to half of the tokens and two other graduate students and the researcher listened to the other half of the tokens. The variants identified by each rater were [θ], [s], and [z]. All of these variants were submitted to a reliability test. Cronbach's alpha was .888. Since the coefficient is higher than .70, there is evidence of interrater reliability.

The same four advanced graduate students in Hispanic Linguistics along with the researcher listened to 174 tokens where [χ] could have occurred. Due to a high number of tokens, two graduate students and the researcher listened to half of the tokens and two other graduate students and the researcher listened to the other half of the tokens. The variants identified by each rater were [χ], [x], and [h]. Cronbach's alpha was .743 for the first 87 items and .713 for the second 87 items. Since this coefficient is greater than .700, there is good interrater reliability.

The tokens of *vosotros* were taken from the Discourse Completion Test. There were a total of 16 prompts where the participants used *vosotros*. Any form of *vosotros* counted as a use of *vosotros*, even if it was not entirely accurate. Later, each use of *vosotros* was counted and scored for accuracy. The dependent variables found were:

-/θ/: [θ], [s], [z], [ʃ], [ts]

-/χ/: [x], [χ], [h], [deletion]

-*vosotros*: *vosotros*, *ustedes*, *tú*

Identifying and Coding the Independent Variables

Participants responded to the statements shown in Table 2 on a Likert scale from 1 (*strongly disagree*) to 6 (*strongly agree*). The categories that were used as independent variables in the analysis are listed in Table 3. The statements in each category were tested for reliability based on the participants' responses, in order to ensure that they were measuring what the category said they were measuring. Ideally an alpha of .700 or higher correlates with high reliability, but some researchers use an alpha of .600 or higher (De Vaus, 2002). Attitude toward Castilian Spanish was reliable at each point in Time (alpha

= .619 at Time 1, alpha = .749 at Time 2, and alpha = .733 at Time 3). Desire to sound Spanish was also reliable at each point in Time (alpha = .672 at Time 1, alpha = .759 at Time 2, and alpha = .704 at Time 3). When the third item was deleted from the Awareness category at Time 1 and Time 3, and the first item at Time 2, the items were more reliable (alpha = .714 at Time 1, alpha = .565 at Time 2, and alpha = .716 at Time 3) than when these items were included. Due to the fact that integrative and instrumental motivation, when measured separately, were not highly reliable at any point in time, they were combined. When combined, the items at each time were more reliable (alpha = .837 at Time 1, alpha = .696 at Time 2, and alpha = .623 at Time 3). Anxiety was reliable at Time 1 (alpha = .780) and less reliable at Time 2 (alpha = .540) and Time 3 (alpha = .549), so the results involving anxiety must be interpreted with caution. The Importance of improving Spanish nonaural skills was somewhat reliable at each point in Time (alpha = .681 at Time 1, alpha = .659 at Time 2, and alpha = .679 at Time 3). The amount of Spanish (vocabulary) learned was somewhat reliable at each point in Time (alpha = .676 at Time 1, alpha = .887 at Time 2, and alpha = .671 at Time 3).

The statements were averaged together and then used in the analysis of the phonological variants. For the analysis of the morphosyntactic statement, some of the categories and statements were not used, since they only applied to the phonological variants. These were the first 2 statements under *awareness of a Spanish dialect*, the first statement under *integrative motivation*, the fourth statement under *instrumental motivation*, and the categories labeled *Importance of improving Spanish nonaural skills and the amount of Spanish vocabulary learned*.

Table 2

Statements of Spanish Questionnaire

Category	Questionnaire Time 1 Items	Questionnaire Time 2 Items	Questionnaire Time 3 Items
Attitude toward Spain/Toledo	1) 1. Spain is an excellent place to study abroad. 2) 17. Spanish speakers from Spain are friendly and kind people. 3) 13. I prefer to study abroad in Spain over any other Spanish speaking country. 4) 23. The more I learn about Spain, the more I want to sound like a Spaniard.	1) 6. Toledo, Spain is a good place to study abroad. 2) 1. Spaniards from Toledo are friendly. 3) 31. I like the Spanish accent from Toledo. 4) 13. The more I get to know the people from Toledo, the more I want to be fluent in their language.	1) 22. Toledo, Spain is a good place to study abroad. 2) 31. Spaniards from Toledo are friendly and kind people. 3) 3. I like the Spanish accent from Toledo. 4) 13. The more I get to know the people from Toledo, the more I want to be fluent in their language.
59 Desire to sound Spanish	1) 22. I would like to lose my current Spanish accent and sound more like someone from Spain. 2) 9. I like my current Spanish accent even if it doesn't sound like one from Spain. 3) 19. It is important to have a good accent when speaking in Spanish. 4) 26. I try to imitate the accent of native Spanish speakers when speaking in Spanish.	1) 25. I would like to lose my current Spanish accent and sound more like someone from Toledo. 2) 16. I like my current Spanish accent even if it doesn't sound like one from Toledo. 3) 3. More accurate Toledo Spanish pronunciation will help me participate more in the local way of life. 4) 19. More accurate pronunciation of the Toledo dialect will help me make more friends in the community.	1) 10. I would like to lose my current Spanish accent and sound more like someone from Toledo. 2) 15. I like my current Spanish accent even if it doesn't sound like one from Toledo. 3) 19. More accurate Toledo Spanish pronunciation will help me participate more in the local way of life. 4) 6. More accurate pronunciation of the Toledo dialect will help me make more friends in the community.

(continued)

Category	Questionnaire Time 1 Items	Questionnaire Time 2 Items	Questionnaire Time 3 Items
<i>Table 2, continued</i>			
Awareness of a Spanish/Toledo Dialect	1) 3. People from Spain sound different when speaking Spanish than people from other Spanish-speaking countries. 2) 28. I can tell when a person is from Mexico or Spain based on their accent. 3) 18. Spaniards sound similar to Puerto Ricans, based on their accent. 4) 14. Due to differences in accent, I can tell if someone is from Argentina or Spain after listening to them speak.	1) 29. Spaniards from Toledo speak differently than other Spaniards. 2) 15. I can tell when someone is from Puerto Rico, versus when they are from somewhere near Toledo. 3) 24. Spaniards from Toledo sound similar to Spanish speakers from Puerto Rico. 4) 10. Spaniards from Toledo speak differently than Mexicans.	1) 33. Spaniards from Toledo speak differently than other Spaniards. 2) 4. I can tell when someone is from Puerto Rico, versus when they are from somewhere near Toledo. 3) 35. Spaniards from Toledo sound similar to Spanish speakers from Puerto Rico. 4) 24. Spaniards from Toledo speak differently than Mexicans.
09 Instrumental motivation	1) 21. Accurate Spanish pronunciation is important for my classes. 2) 7. Accurate Spanish pronunciation is important to me because I think it will eventually be useful in getting a good job. 3) 11. Others will respect me more if I sound more like a native Spanish speaker. 4) 16. Accurate Spanish pronunciation will make me sound like a more knowledgeable person.	1) 12. Accurate Spanish pronunciation is important for my internship/classes 2) 17. Accurate Spanish pronunciation is important to me because I think it will eventually be useful in getting a good job. 3) 5. Others will respect me more if I sound more like a native Spanish speaker. 4) 34. Accurate Spanish pronunciation will make me sound like a more knowledgeable person.	1) 34. Accurate Spanish pronunciation is important for my internship/classes 2) 27. Accurate Spanish pronunciation is important to me because I think it will eventually be useful in getting a good job. 3) 1. Others will respect me more if I sound more like a native Spanish speaker. 4) 36. Accurate Spanish pronunciation will make me sound like a more knowledgeable person.

(continued)

Category	Questionnaire Time 1 Items	Questionnaire Time 2 Items	Questionnaire Time 3 Items
<i>Table 2, continued</i>			
Integrative motivation	<p>1) 30. I would like to be mistaken as a native Spanish speaker.</p> <p>2) 6. Speaking with a good Spanish accent will allow me to feel more comfortable around native Spanish speakers.</p> <p>3) 24. To make new Spanish speaking friends, it is important for me to be understood and have accurate pronunciation.</p> <p>4) 12. If I sounded more like a native Spanish speaker, I would be more successful at communicating in Spanish.</p>	<p>1) 35. I would like to be mistaken as a native Spanish speaker.</p> <p>2) 20. Speaking with a good Spanish accent will allow me to feel more comfortable around native Spanish speakers.</p> <p>3) 27. To make new Spanish speaking friends, it is important for me to be understood and have accurate pronunciation.</p> <p>4) 7. If I sounded more like a native Spanish speaker, I would be more successful at communicating in Spanish.</p>	<p>1) 28. I would like to be mistaken as a native Spanish speaker.</p> <p>2) 8. Speaking with a good Spanish accent will allow me to feel more comfortable around native Spanish speakers.</p> <p>3) 17. To make new Spanish speaking friends, it is important for me to be understood and have accurate pronunciation.</p> <p>4) 2. If I sounded more like a native Spanish speaker, I would be more successful at communicating in Spanish.</p>
Anxiety	<p>1) 4. Speaking Spanish makes me nervous that people will not understand me because of my pronunciation.</p> <p>2) 10. I am never quite sure of my pronunciation when I speak Spanish in public.</p> <p>3) 2. I feel good and never nervous when I speak in Spanish.</p> <p>4) 27. I am confident of my pronunciation when I speak Spanish in public.</p>	<p>1) 30. Speaking Spanish makes me nervous that people will not understand me because of my pronunciation.</p> <p>2) 23. I am never quite sure of my pronunciation when I speak Spanish in public.</p> <p>3) 2. I feel good and never nervous when I speak in Spanish.</p> <p>4) 14. I am confident of my pronunciation when I speak Spanish in public.</p>	<p>1) 30. Speaking Spanish makes me nervous that people will not understand me because of my pronunciation.</p> <p>2) 12. I am never quite sure of my pronunciation when I speak Spanish in public.</p> <p>3) 21. I feel good and never nervous when I speak in Spanish.</p> <p>4) 23. I am confident of my pronunciation when I speak Spanish in public.</p>

(continued)

Category	Questionnaire Time 1 Items	Questionnaire Time 2 Items	Questionnaire Time 3 Items
<i>Table 2, continued</i>			
Importance of improving Spanish nonaural skills	1) 29. It is important for me to improve my Spanish reading skills.	1) 11. It is important for me to improve my Spanish reading skills.	1) 7. It is important for me to improve my Spanish reading skills.
	2) 15. It is important to me to improve my Spanish listening skills.	2) 26. It is important to me to improve my Spanish listening skills.	2) 26. It is important to me to improve my Spanish listening skills.
	3) 5. It is important that I practice my Spanish writing skills.	3) 4. It is important that I practice my Spanish writing skills.	3) 9. It is important that I practice my Spanish writing skills.
Amount learned	4) 20. I have learned many new words in Spanish in the past few months.	4) 8. I have learned many new words in my time in Toledo.	4) 16. I have learned many new words in my time in Toledo.
	5) 8. I have learned many idiomatic expressions.	5) 33. I have learned many idiomatic expressions.	5) 32. I have learned many idiomatic expressions.

The individual factors taken from the background questionnaire and semistructured interview and used in the analysis are shown in Table 3. Students reported their level of Spanish proficiency right before the semester abroad, in the four skill areas (reading, writing, speaking, and listening) by rating their proficiency level in each area from 1 (not very well) to 5 (like a native speaker). The four numbers were then averaged to obtain the score of Spanish proficiency at Time 1. The amount of time spent in Spanish and English was reported at Time 2 and Time 3. At Time 1, or in this case right before the semester abroad, strength of Castilian social network was based on if the participant had little contact with native Spanish speakers (a score of 1) or slightly more contact with native Spanish speakers (a score of 2). On the other hand, at Time 2 and Time 3, the strength of the Castilian Spanish social network was based on if the speaker was a native Castilian Spanish speaker and how often the person spoke in Spanish with that speaker. Preference for Castilian Spanish, measured at all three times throughout the semester during the semistructured interview, was based on how the participants responded to a question about which type of Spanish sounded the best and why. Try to sound like a Castilian Spanish speaker, also measured at all three times throughout the semester during the semistructured interview, was based on how the participants responded to a question about if they tried to sound like a Spanish speaker from the Toledo or Madrid area. Trips taken within Spain consisted of primarily weekend trips, most often taken with other study abroad students for 2 to 5 days at a time. International trips were similar, but involved travel outside of Spain. It was more common on these trips, for the participants to speak almost exclusively in English with the other students traveling with them.

Table 3

Individual Factors

Factor	Measurement
Gender	Male / Female
Age	18–31
Year in University	2–5
Years of Formal Spanish Instruction	4–14
Spanish Proficiency level right before the semester abroad	1–4
Amount of Spanish Contact	105–772 hours
Amount of English Contact	45–240 hours
Introduction to Hispanic Linguistics class taken while abroad	yes / no
Strength of Castilian Spanish social network	1 (weak)–6 (strong)
Previous travel to Spain	yes / no
Previous Spanish instructor with a Castilian Spanish accent	yes / no
Living situation	Host Family / Dorm
Prefer Castilian Spanish	yes / no
Try to sound like a Castilian Spanish speaker	yes / no
Weekend trips	1–10

The linguistic factors measured for [θ] were the grapheme in which [θ] occurred (z, ci, or ce), the lexical frequency of the word in which [θ] occurred (high or low), and the placement of [θ] in the word (initial or medial). Lexical frequency and placement were also measured for words containing a possible token of [χ]

The lexical frequency data was taken from the *Corpus de referencia del español actual* (CREA) by searching oral documents in Spain between 1970 and 2012. Lexical frequency was calculated by totaling the number of high frequent words and then the number of low frequent words containing the interdental fricative or the uvular fricative.

High frequency words were those that had 200 or more tokens in the corpus. Low frequency words contained less than 200 tokens.

Statistical Analysis

The percentage of /θ/ and /χ/ use for each participant was calculated by counting how many times the participant used each variant and then dividing by the total number of possible contexts of use. A percentage was calculated for each variant at each point in time for the three tasks—word list, reading passage, and spontaneous speech. A percentage of *vosotros* use was calculated by counting how many prompts the participant used *vosotros* in and dividing by 16, or the total number of prompts where *vosotros* could possibly be produced.

In order to examine the development of the three variables being studied during a semester abroad, a repeated measures ANOVA was calculated for each variant, using the percentages of each variant at Times 1, 2, and 3. If significant differences were found, then a series of paired *t*-tests was conducted in order to determine where the significant differences occurred. Then the repeated measures ANOVA and the paired *t*-tests were conducted using the percentage of /θ/ and /χ/ use in each of the three tasks.

A correlation analysis was performed in order to measure how much the individual social factors correlated with each dependent variable at each point in time. In order to measure development of /θ/, /χ/, and *vosotros* over time, the percentage at Time 1 was subtracted from the percentage at Time 3. This percentage was then correlated with each of the individual social factors.

The informal interview of the participants about their personal interactions, language use, and dialect attitudes and awareness was used to verify the information given in the questionnaire. This interview was transcribed and coded for themes that relate to social factors such as a change in contact with Castilian Spanish speakers, motivation, or identity. Other factors include changes in the amount of L2 used and changes in awareness of dialectal features. In this way, the interviews relate back to the second research question about how social factors affect the development of dialectal features. The first level of coding was to identify themes and units of meanings, which could consist of words, phrases, and sentences that relate to the social factors under

consideration. Then, the number of words, phrases, or sentences that appear under each code was calculated. Next, the codes were analyzed, and where necessary, a hierarchical structure of codes was created (i.e., subcodes). Part of analyzing the codes involved comparing them to the responses provided in the questionnaire and previous interviews. This, in part, determined changes that occurred, for example, in social networks, motivation, or attitude.

Survey Measuring Foreign Accent and Dialect

Five native speakers of Castilian Spanish listened to learners reading two paragraphs who had studied abroad in Spain as well as four other countries, learners who had never studied abroad, and native speakers residing in each of the SA countries. The learners were divided into five groups. The first group consists of the seven participants in Toledo who exhibited at least 10% of either the interdental fricative or the uvular fricative while reading the passage. This group will be referred to as the high-frequency Toledo SA group. The next group consists of the 18 participants in Toledo who produced the interdental fricative or the uvular fricative less than 10% of the time in the two paragraphs read. This group will be referred to as the low-frequency Toledo SA group. The No SA group consists of 9 students majoring or minoring in Spanish, who were at a similar proficiency level as the other students, who had never previously studied abroad. The SA Other group consists of 13 students who recently returned from studying abroad in other countries. One had previously studied abroad in Toledo, the summer prior to the study, and was included due to her high use of the two features. Two students had studied abroad in Argentina, two in Chile, four in Ecuador, and four in Venezuela (Caribbean part). The group referred to as native speakers consists of four Castilian Spanish speakers, two Chilean speakers, two Argentine speakers, two Venezuelan (Caribbean) speakers, and two Ecuadorian speakers.

Chapter 4

Results

This chapter will present the results of each of the three dialectal features. Each feature is discussed in terms in how it developed throughout the course of the semester. The social factors correlating with use of each feature are presented, followed by the linguistic factors. The social factors of those students who used the features to a greater extent are compared to those who used the features to a lesser extent. The chapter ends with the results of foreign accent rating, or how foreign the students sounded to native speakers from Spain who listened to a sound clip of the students reading a passage.

Interdental Fricative

Development over Time

Combining all tasks (word list, reading passage, and spontaneous speech), the frequency of [θ] use for each participant at each point in time is shown in Table 4. Each participant, identified under *Speaker*, was assigned a frequency group. The low-frequency group (low), consisting of nearly half (48%) of the participants, produced [θ] between 0% and 12.8% at all points in time. Eight out of twenty, or 40%, of the participants in the low-frequency group never produced [θ] at any point in time. The medium-frequency group (medium), consisting of one fifth (20%) of the participants, produced [θ] more than 12.8% at any point in time.

Table 4

*Total Uses of [θ] Across All Tasks **

Speaker	Frequency Group	Time 1		Time 2		Time 3	
1	Low	0/70	0%	0/81	0%	0/78	0%
2	Low	2/86	2.3%	0/67	0%	1/77	1.3%
3	Low	0/82	0%	0/78	0%	1/74	1.4%
4	Low	0/68	0%	0/76	0%	1/72	1.4%
5	Low	1/87	1.2%	0/77	0%	2/95	2.1%
6	Low	5/70	7.1%	N/A	N/A	7/113	6.2%
7	Low	0/68	0%	0/76	0%	3/85	3.5%
8	Medium	13/74	17.6%	21/89	23.6%	15/73	20.6%
11	Low	1/70	1.4%	10/78	12.8%	0/79	0%
12	Medium	15/85	17.7%	37/111	33.3%	36/93	38.7%
13	Low	0/92	0%	0/69	0%	0/83	0%
15	Low	2/99	2.0%	1/90	1.1%	0/107	0%
16	Low	0/79	0%	0/71	0%	0/79	0%
17	Low	0/72	0%	0/74	0%	0/64	0%
18	Low	3/70	4.3%	1/80	1.3%	1/79	1.3%
19	Low	1/72	1.4%	3/86	3.5%	3/80	3.8%
21	Low	0/87	0%	0/72	0%	0/92	0%
22	Low	0/74	0%	0/83	0%	0/77	0%
23	Low	0/54	0%	3/107	2.8%	3/69	4.4%
25	Medium	44/84	52.4%	52/101	51.5%	52/83	62.7%
26	Low	5/75	6.7%	0/82	0%	1/68	1.5%
27	Medium	14/68	20.6%	5/66	7.58%	8/76	10.5%
29	Low	0/77	0%	0/73	0%	0/75	0%
30	Medium	21/64	32.8%	10/80	12.5%	17/76	22.4%
31	Low	0/64	0%	0/77	0%	0/80	0%

* /N, where N=total uses for each participant

Figure 1 represents graphically the frequency of [θ] as it developed throughout the semester by each participant. The participants who never used [θ] are not included in the bar graph.

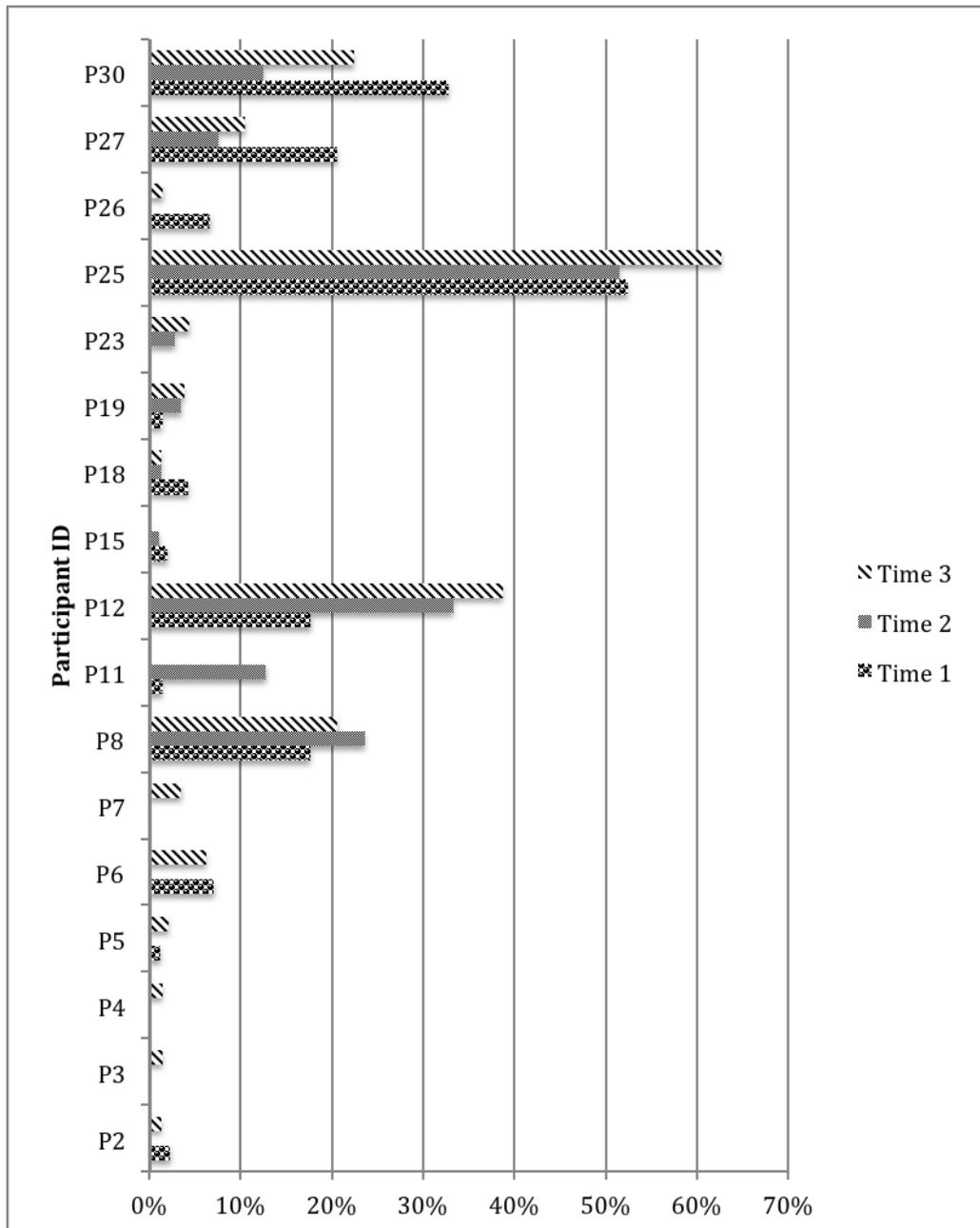


Figure 1. [θ] production by each participant (P).

Describing the Trends for the Medium-frequency Group

All of the participants in the medium-frequency group produced [θ] at least 17% of the time at the beginning of the semester. All had either previously traveled to Spain or in the past had an instructor with a Castilian Spanish accent. Three participants increased their use of [θ] between 3% and 20% from the beginning to the end of the semester, while two decreased their use of [θ] around 10%.

The two who decreased their [θ] use both liked how Castilian Spanish sounded and stated in the interview that they were trying to sound Castilian when they spoke. One participant mentioned at the end of the semester having trouble using [θ] for orthographic 'ce' and 'ci' when reading. In Knouse (2013), the SA students who produced [θ] did so significantly more often when [θ] corresponded to the grapheme 'z' than the grapheme 'c'.

Of the three who increased their use of [θ], two did not list Castilian Spanish as the best sounding variety. These two, however, spent much time speaking Spanish with their host families and conversation exchange partners and both tried to sound like Castilian Spanish speakers. The other participant, who liked the way Castilian Spanish sounded over other varieties, stated that she tried to produce [θ] when reading aloud during class. She also spent much time conversing with her host family and two conversation exchange partners. Similar to Kinginger (2008), where learners studying in France who received more quality input and formed more close friendships with native speakers improved the most, the integration of this speaker in the present study with Castilian Spanish speakers could have facilitated increased use of the variant.

Development over Time in [θ] Production

The mean percentage of use and standard deviation are shown in Table 5 for the 24 participants who completed all three tasks at all three points in time. The percentage of [θ] used was calculated based on the total of all possible contexts where [θ] could have been used across all tasks. The results of the repeated measures ANOVA are also shown in Table 5.

Table 5

Interdental Fricative Percentages

	N	Mean (%)	SD (%)
Time 1	24	6.68	12.97
Time 2	24	6.20	12.80
Time 3	24	7.19	15.03

$$F(1.653) = .335, p = .717$$

The repeated measures ANOVA showed that Time was not statistically significant. Thus, the use of [θ] stays about the same throughout the semester and is quite low, between 6% and 7%, especially considering that native speakers used it in all possible contexts.

Overgeneralization of [θ]

Table 6 shows the nine participants who overgeneralized [θ], using it in contexts when it normally would not appear. Five exhibited overgeneralization at Time 1, four at Time 2, and five at Time 3. This shows that the participants are trying to use [θ] but are not sure of when to use it. Two high school learners in Willis et al. (2009), exhibited overgeneralization of the [θ] to a higher degree than the other six learners.

Overgeneralization, considered a developmental error (Ellis, 1997), was more common in the word list and reading passage than in spontaneous speech.

Table 6

Tokens of [θ] Overgeneralization at Time 1, Time 2, and Time 3

Speaker	List			Passage			Spontaneous			Total		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
6	1	NA	5	0	NA	0	0	NA	0	1	NA	5
8	1	0	0	2	1	1	0	0	1	2	1	2
11	0	1	0	0	1	0	0	0	0	0	2	0
12	3	2	1	0	4	1	0	1	0	3	7	2
23	NA	0	0	1	0	0	0	0	0	1	0	0
25	0	0	0	1	0	0	0	0	0	1	0	0
26	2	0	0	0	0	0	0	0	0	2	0	0
27	0	1	0	0	0	0	0	0	0	0	1	0
30	1	0	2	0	0	0	0	0	0	1	0	2

Correlations of [θ] and the Individual Factors

Spearman Rho's correlation coefficient is shown in Table 7 for each independent variable as it correlates with the use of [θ] at Time 1, Time 2 and Time 3. This is based on 25 participants at Time 1, 24 at Time 2, and 25 at Time 3.

Table 7
Correlation Coefficients for [θ]

	Time 1	Time 2	Time 3
College Year	.13	.24	-.08
Previous Travel to Spain	.39*	.45*	.52**
Previous Spanish Instructor with Castilian Accent	.42*	.39*	.40*
Hispanic Linguistics Course in Spain	-.09	-.16	-.29
Spanish Proficiency at Time 1	.19	.06	-.06
Age	.14	.36*	.07
Years of Formal Spanish	.07	-.13	-.04
Year of Spanish studied at college	.14	.15	.12
Living Situation	.17	.32	-.05
Trips within Spain		.08	.04
Trips outside of Spain		-.22	-.19
Attitude	.32	.08	-.23
Aware	.07	.44*	-.15
Desire	.13	.15	.13
Motivation	.08	.18	.05
Anxiety	-.15	.15	.08
Importance	-.04	-.20	-.13
Amount learned	.12	.21	-.19
Castilian Social network		.35*	.05
Tried to sound Castilian	.46*	.35*	.09
Preferred Castilian Spanish	.17	.11	-.20
Spanish contact (L2 Contact)		.41*	.28
English Contact (L1 contact)		-.35*	-.12

* $p < .05$, ** $p < .01$

It follows from the table that previous travel to Spain, prior to the semester abroad, is significantly correlated with [θ] use at Times 1, 2, and 3. Similarly, previous instructor with a Castilian Spanish accent was also significantly correlated at Time 1, 2, and 3 with [θ] use. Age was positively correlated at Time 2, so the older the participants were the more [θ] they used. Year of Formal Spanish studied was negatively correlated with the development of [θ] from Time 1 to Time 3. The more years of Spanish studied, the less [θ] was used over time. Knouse (2013) found that students who tested into intermediate and advanced Spanish grammar courses abroad favored the use of [θ], while advanced learners disfavored the use [θ]. Although it is unclear in Knouse (2013) if the proficiency level of the students was related to how many years they had studied Spanish, it could be the case in the current study, that the more advanced learners are the ones who had studied Spanish longer. The reason advanced learners may not produce [θ] as often as beginning and intermediate learners could be because previous exposure to a different dialect of Spanish allowed for preference of this dialect over Castilian Spanish or because students have developed preferences for different dialectal features that did not include the dialectal features of Castilian Spanish. The stronger the social network of Castilian speakers at Time 2, the more [θ] was used. Purposefully trying to sound Castilian was significantly correlated with [θ] use at Time 1. The amount of contact with Spanish was significantly correlated with more use of [θ] at Time 2.

Frequency Groups

The mean percentage of [θ] use and standard deviation of [θ] produced for each frequency group is shown in Table 8. The low-frequency group, containing the majority of the participants (20/25), produced [θ] about the same percentage, 1%, at all times. The medium-frequency group, producing [θ] between 28% and 30% at Time 1 and Time 3, and slightly less, 25%, at Time 2. In Knouse (2013) about half (7/15) of the participants produced [θ] at least once during 6 weeks spent abroad, so it is not surprising that in the current study that 68% (17/25) of the participants produced [θ] at least once throughout the semester. The repeated measures ANOVA was not significant for time in both groups, meaning that neither the low-frequency group, $F(2, 18) = .015, p = .985$, nor the medium-frequency group, $F(2, 4) = .496, p = .626$, demonstrated significant change over

time in their [θ] production. The paired *t*-test comparing [θ] production at Time 2 and Time 3 was approaching significance for the medium-frequency group, $t(4) = -2.068$, $p = .107$. Perhaps if there were more participants in the medium-frequency group, the tendency to decrease [θ] use at Time 2 and increase again at Time 3 would be stronger. This U-shaped learning curve is common in SLA (Ellis, 1997).

Table 8
[θ] Use by Frequency Group

[Theta] Use	Low (N=20 [^])		Medium (N=5)	
	Mean (%)	SD (%)	Mean (%)	SD (%)
Time 1	1.25	2.24	28.47	14.67
Time 2	1.13	3.01	25.45	17.78
Time 3	1.29	1.68	30.42	20.91

[^] N = 19 at Time 2 for the Low-frequency group

Correlations of Independent Variables by Frequency Group

The participants were divided into two groups, those that exhibited low percentages of [θ] and those that exhibited higher percentages of [θ]. Table 9 shows the correlation of various individual factors with the percentage of [θ] produced. The factors that were not significantly correlated to [θ] production or had a correlation coefficient of .70 or less for both frequency groups are not shown in the table. These are importance of learning Spanish, years of Spanish classes taken, and Spanish proficiency at Time 1.

Table 9

Spearman's Correlation Coefficients for [θ] by Frequency Group

	Time 1		Time 2		Time 3	
	Low (N=20)	Medium (N=5)	Low (N=19)	Medium (N=5)	Low (N=20)	Medium (N=5)
Previous Travel to Spain	-.24	.00	-.20	.71	.05	.71
Previous Spanish Instructor with Castilian Accent	.37	.71	.36	-.35	.38*	-.35
Hispanic Linguistics Course in Spain	.11	.00	.10	-.71	-.19	-.71
Age	.01	-.22	.49*	-.67	-.04	-.89*
Spanish Formal Study Years	.22	.11	-.26	.20	-.48*	.11
Living Situation	-.16	-.35	.04	.35	-.52*	.00
Trips within Spain			.03	.56	.03	.72
Trips outside of Spain			-.06	-.22	.02	-.22
Attitude	.14	.60	.20	.00	-.18	.80
Aware	-.06	.40	.53*	-.82*	-.10	.21
Desire	-.10	.36	-.09	-.20	.17	.98**
Motivation	.03	.70	.11	.82*	-.00	-.22
Anxiety	-.05	-.21	.22	.56	.33	.31
Amount learned	-.12	.36	.11	.20	-.25	.10
Castilian Social network			-.00	.82*	-.31	.67
Spanish contact (L2 Contact)			.13	-.10	-.16	.00
English Contact (L1 contact)			-.32	.70	-.06	-.31

* $p < .05$, ** $p < .01$

Time 1. At the beginning of the semester, or Time 1, previous instructor with Castilian accent is positively correlated with [θ] production. The correlation is stronger for the medium-frequency group than the low-frequency group, although it is approaching significance for both frequency groups. Ringer-Hilfinger (2012) also found that one of the two learners in her study who produced [θ] had a previous instructor with

a Castilian accent. This learner also went abroad for 1 week with the instructor; so previous instructor could be confounded with previous travel abroad.

Attitude toward Castilian Spanish is positively correlated with [θ] production for both frequency groups, but this correlation is much stronger, $r = 0.60$, for the medium-frequency group than the low-frequency group whose correlation is very weak $r = .14$.

Motivation is positively correlated with [θ] production for the medium-frequency group. High motivation to learn Spanish led to more [θ] production. This motivation was a combination of instrumental and integrative. One question asked in the semistructured interview with the researcher was why students chose to study abroad in Spain. Two of the five students in the medium-frequency group reported wanting to learn Spanish from Spain, which could have led to more motivation to develop this dialect. One student responded to the question about why he chose to study in Spain "Because I wanted to learn Spanish from Spain, not Latin American Spanish" and the other responded "I always loved Europe and I was a Spanish major so it was kind of the only choice." This could have led to a stronger correlation of [θ] production and motivation for the medium-frequency group. The other three students in the medium-frequency group stated that they chose to study in Spain in order to travel around Europe.

Time 2. During the middle of the semester, or Time 2, previous travel to Spain was significantly correlated with [θ] production for the medium-frequency group, but not for the low-frequency group.

Taking Introduction to Hispanic Linguistics in Spain, where students learned when to use [θ], is negatively correlated with [θ] production for the medium-frequency group. This could be because only one student in the medium-frequency was in the course. This student stated that he tried to sound like a Castilian Spanish speaker by using [θ]. Indeed he used this feature, but only around 8% of the time. Three out of four students not in the linguistics course stated that they tried to sound Spanish by using [θ], producing [θ] on average 33% of the time. The other speaker produced [θ] 24% of the time.

Age is positively correlated with the low-frequency group, with [θ] produced more as age increased. This is unusual because previous research shows that "nativelike

attainment by late learners in the domain of pronunciation seems to be a fairly exceptional phenomenon" (Bongaerts et al., 1997, p. 462). The opposite occurred in the medium-frequency group with age negatively correlated with [θ] production. One student in the medium-frequency group was 31, which was older than the majority of the students, who were between the ages of 18 and 21. This outlier could have skewed this correlation, since the older the student, the less [θ] was produced for the medium-frequency group. This is in line with previous research which provides evidence that older learners perform significantly worse than younger learners in terms of pronunciation (Muñoz, 2008).

The number of weekend trips taken within Spain is positively correlated to [θ] production for the medium-frequency group. These students would not only hear more [θ] while traveling within Spain, but they would also have more opportunities to speak Spanish with native speakers during these trips, at the very least with service personnel. Most students took advantage of traveling both within Spain and internationally. In addition to those trips, all students took four 1-day excursions, to nearby cities, led by the teachers and coordinators of the program.

Awareness of the Castilian Spanish accent was positively correlated with [θ] production for the low-frequency group. Students that produced [θ], albeit in low percentages, were more likely to produce it if they were aware that the Castilian dialect differed from others. Similarly, even though the learners in Ringer-Hilfinger (2012) who were 2 months into a semester abroad were 50–100% aware of the Castilian Spanish accent, none produced [θ] in a read-aloud text. Geeslin and Gudmestad (2008) found that eight learners noticed the use of [θ] while in Spain, but only five of these learners produced it.

On the other hand, awareness of the Castilian Spanish accent was negatively correlated with [θ] production for the medium-frequency group. The less aware students were, the more [θ] they produced. This awareness did not examine [θ] production specifically, but focused solely on whether students could perceive a difference between the Castilian Spanish dialect and others. Nonetheless, students in the medium-frequency group all made reference to [θ] in their semistructured interview with the researcher.

The stronger the Castilian Spanish social network, the more [θ] production for the medium-frequency group. Since contact with Spanish was not significantly or strongly correlated with [θ] production for the medium-frequency group, the quality of this network seems to be more important when [θ] production is concerned. Milroy (1987) stated that first order zones, consisting of more close-knit relationships, were where social and linguistic norms were enforced and reinforced. In the current study this could be the case with dialectal features.

The more L1 contact, the less [θ] production for the low-frequency group. The opposite was true for the medium-frequency group, with more L1 contact leading to more [θ] production. Perhaps the stronger social networks, motivation, and previous travel to Spain were enough for the students in this group to produce [θ], even with large amounts of L1 use. The opposite is not true for the low-frequency group.

Time 3. At the end of the semester, or Time 3, previous travel to Spain was significantly correlated with [θ] production for the medium-frequency group. This trend was also found at Time 2, but not Time 1. The students that did not have the previous exposure were less likely to produce [θ].

Previous instructor with a Castilian accent was positively correlated with [θ] production for the low-frequency group. The same tendency was found at Time 1 and Time 2. Thus for the learners in this group, who did not produce [θ] very often, having some previous exposure to the dialect seemed to help them produce [θ], albeit infrequently.

Similar to Time 2, taking Introduction to Hispanic Linguistics in Spain is negatively correlated with [θ] production for the medium-frequency group. Students taking this course were less likely to produce [θ]. This could be because only one student in the medium-frequency group was in the course. This student used [θ] only around 11% of the time at Time 3, while the students not in the course produced [θ] 36.1% of the time at the end of the semester. Knouse (2013) found that students taking this same course in the U.S. with a Castilian Spanish-speaking instructor never produced [θ] in spontaneous speech nor in a reading passage, even after receiving explicit instruction and practice on when to use it.

Similar to Time 2, age is negatively correlated to [θ] production for the medium-frequency group. As age increases, [θ] production decreases. This could be due to the fact that there is one outlier, an older student, in the medium-frequency group that is skewing the data. Previous research confirms that in general younger learners perform significantly better than older learners in terms of pronunciation (Muñoz, 2008).

The amount of Spanish studied, as determined by years spent taking Spanish classes, is negatively correlated with [θ] production for the low-frequency group. The more years of Spanish classes completed, the less [θ] is produced. This could be because these students have already solidified their accent, which does not involve [θ] production. A similar trend was found in Knouse (2013) where advanced learners, who likely had taken more years of formal Spanish courses, produced [θ] significantly less than beginning and intermediate learners after studying in Spain for 6 weeks.

For the low-frequency group, those who live in the dorm produce [θ] less. This could be because those who live in the dorm live among native English speakers as well as about 10 Puerto Rican students, whose dialect does not include [θ]. This is contrary to what Knouse (2013) found, which was that students in the dorm produced [θ] slightly more than students living with host families. This variable, housing condition, however, was not statistically significant,

Similar to Time 2, for the medium-frequency group, the more trips learners take within Spain, the more they produce [θ]. This is most likely due to the fact that they have more opportunities to interact with native Castilian speakers while on these trips than those students who traveled internationally.

The more positive the attitude toward the Castilian Spanish dialect, the more [θ] production for the medium-frequency group. This differs from Ringer-Hilfinger (2012), where even learners with a positive attitude did not produce [θ]. On the contrary, this is in line with Knouse (2013), where learners with a higher score on the Pronunciation Attitude Inventory (PAI), a measure designed by Elliot (1995) to measure attitude toward L2 pronunciation, slightly favored the use of [θ] as opposed to learners with a lower PAI score.

The more desire to speak Castilian Spanish, the more [θ] produced for the medium-frequency group. Ringer-Hilfinger (2012) also found this to be true in a student who had returned from study abroad.

For both frequency groups, the more anxiety toward speaking Spanish, the more [θ] production. This, however, is a weak relationship. The anxiety could cause the students to want to fit in better and one way they did this was by producing [θ].

Similar to Time 2, Castilian Spanish social network is positively correlated to increased [θ] production for the medium-frequency group. Once again, this could be more important than contact with the L2 alone, which was not correlated to increased [θ] production.

Lexical Frequency

The number of times the participants produced [θ] in a low-frequency word and the number of times produced in a high-frequency word is shown in Table 10. This is also compared to native speakers, who produced [θ] in low and high-frequency words 100% of the time.

Table 10

[θ] Lexical Frequency

	Time 1		Time 2		Time 3		Native Speakers	
	Low	High	Low	High	Low	High	Low	High
Word List & Passage	8.97%	6.41%	9.60%	5.13%	9.98%	4.31%	100%	100%
	99/1104	20/312	106/1104	16/312	115/1152	14/325	184/184	52/52
Spontaneous	1.14%	2.55%	1.99%	3.62%	3.37%	2.33%		
	2/176	7/275	5/251	10/276	7/208	8/344		

The one-way ANOVA measuring interactions between native speakers and participants was significant at each point in time. Native speakers produced [θ] significantly more than participants in low and high-frequency words at all points in time. At Time 1, native speakers produced [θ] significantly more than the participants in low-frequency words, $F(1, 27) = 110.51, p < .001$ and in high-frequency words, $F(1, 27) =$

182.34, $p < .001$. At Time 2, native speakers produced [θ] significantly more than the participants in low-frequency words, $F(1, 26) = 70.01$, $p < .001$ and in high-frequency words, $F(1, 26) = 201.38$, $p < .001$. At Time 3, native speakers produced [θ] significantly more than the participants in low-frequency words, $F(1, 27) = 64.71$, $p < .001$ and in high-frequency words, $F(1, 27) = 276.23$, $p < .001$.

In spontaneous speech, at Time 1, participants produced [θ] 9 times at Time 1. Of these 9 times, [θ] was produced twice (1%) in low frequency words and 7 times (3%) in high frequency words. The participants produce [θ] more in high-frequency words than low-frequency words. Over time this percentage decreases and by Time 3, [θ] production in high and low-frequency words is almost equal, between 2% and 3%. Production of this feature in higher frequency words at the beginning of the semester could be due to the input received. Once the participants no longer need to rely on this input, in the middle of the semester, they are able to produce [θ] to a greater extent in low-frequency words as well. This data seems to follow the trend of diachronic sound changes where sound changes tend to affect frequent words first (Bybee, 2002).

The Three Tasks Eliciting the Interdental Fricative

The three tasks used to elicit the [θ] are labeled list (word list), passage (reading passage) and spontaneous (conversation) in Table 11. The participants, labeled speaker, in Table 11 are identified by number in the leftmost column. Underneath the 25 learners of Spanish are the four native speakers from Toledo, Spain who completed the list and passage tasks. The frequency of [θ] is shown in each column for Time 1 (beginning of the semester), Time 2 (middle of the semester), and Time 3 (end of the semester) for each of the three tasks.

Table 11

Uses of [θ] in Each Task

Speaker	List			Passage			Spontaneous		
	Time1	Time2	Time 3	Time1	Time2	Time3	Time1	Time2	Time 3
N^	23	23	23	36	36	36	/N, where N=total uses for each participant		
1	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/11 0%	0/22 0%	0/19 0%
2	1 4.4%	0 0%	1 4.4%	0 0%	0 0%	0 0%	1/28 3.6%	0/8 0%	0/18 0%
3	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/23 0%	0/19 0%	1/15 6.7%
4	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/9 0%	0/17 0%	1/13 9.1%
5	0 0%	0 0%	1 4.6%	0 0%	0 0%	0 0%	1/28 3.7%	0/19 0%	137 2.7%
6	1 4.4%	NA NA	3 13.0%	4 11.1%	NA NA	3 8.3%	0/11 0%	NA NA	0/54 0%
7	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/9 0%	0/18 0%	3/27 11.1%
8	10 43.5%	11 47.8%	12 52.2%	4 11.1%	7 19.4%	2 5.6%	0/15 0%	3/30 8.6%	0/14 0%
11	1 4.4%	5 21.7%	0 0%	0 0%	3 8.3%	0 0%	0/11 0%	0/19 0%	0/20 0%
12	15 65.2%	22 100%	19 82.6%	0 0%	12 33.3%	15 41.7%	0/27 0%	3/53 5.7%	4/34 6.1%
13	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/33 0%	0/10 0%	0/24 0%
15	0 0%	0 0%	0 0%	1 2.9%	1 2.8%	0 0%	1/42 2.4%	0/31 0%	0/49 0%
16	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/20 0%	0/12 0%	0/20 0%

(continued)

Speaker	List			Passage			Spontaneous		
	Time1	Time2	Time 3	Time1	Time2	Time3	Time1	Time2	Time 3
N^	23	23	23	36	36	36	/N, where N=total uses for each participant		
<i>Table 11, continued</i>									
17	0	0	0	0	0	0	0/13	0/15	0/5
	0%	0%	0%	0%	0%	0%	0%	0%	0%
18	0	0	0	2	0	0	1/11	1/21	1/20
	0%	0%	0%	5.6%	0%	0%	9.1%	4.8%	5%
19	0	2	3	0	1	0	0/14	0/28	0/21
	0%	8.7%	13.0%	0%	2.9%	0%	0%	0%	0%
21	0	0	0	0	0	0	0/28	0/13	0/33
	0%	0%	0%	0%	0%	0%	0%	0%	0%
22	0	0	0	0	0	0	0/15	0/24	0/18
	0%	0%	0%	0%	0%	0%	0%	0%	0%
23	NA	2	2	0	1	1	0/18	1/49	0/10
	NA	9.1%	8.7%	0%	2.8%	2.8%	0%	2.0%	0%
25	20	21	20	21	24	26	3/26	7/42	6/24
	90.9%	91.3%	87.0%	58.3%	66.7%	72.2%	12%	16.7%	25%
26	3	0	0	1	0	0	1/16	0/23	1/9
	13.0%	0%	0%	2.8%	0%	0%	6.3%	0%	11.1%
27	14	5	4	0	0	3	0/9	0/7	0/17
	60.9%	21.7%	17.4%	0%	0%	8.3%	0%	0%	0%
29	0	0	0	0	0	0	0/19	0/14	0/16
	0%	0%	0%	0%	0%	0%	0%	0%	0%
30	14	3	13	7	2	4	0/6	4/21	0/18
	63.6%	13.0%	59.1%	19.4%	5.6%	11.1%	0%	22.2%	0%
31	0	0	0	0	0	0	0/5	0/18	0/21
	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native speaker 1	23			36					
	100%			100%					

(continued)

Speaker	List			Passage			Spontaneous		
	Time1	Time2	Time 3	Time1	Time2	Time3	Time1	Time2	Time 3
N [^]	23	23	23	36	36	36	/N, where N=total uses for each participant		

Table 11, continued

Native speaker 2	23			36					
	100%			100%					
Native speaker 3	22			36					
	100%			100%					
Native speaker 4	23			36					
	100%			100%					

[^] = total number of uses is not what is listed.

N = 22 for Participants 25 and 30 in the List at Time 1.

N = 22 for Participants 5, 7, 12, and 23 in the List at Time 2.

N = 22 for Participants 5, 7, and 30 in the List at Time 3.

N = 35 for Participants 2, 12, 19, and 29 and N = 34 for Participant 15 in the Passage at Time 1

N = 35 for Participant 19 in the Passage at Time 2

N = 35 for Participant 15 in the Passage at Time 3

Each task was examined individually and a percentage of [θ] uses was calculated. The mean and standard deviations at each point in time of [θ] use in the word list, reading passage, and spontaneous speech are shown in Table 12. The repeated measures ANOVA for the word list task showed that time was not significant, $F(1.601) = .32, p = .682$. The use of [θ] in the word list task remained about the same throughout the semester. The repeated measures ANOVA for the reading passage showed that Time was not significant, $F(1.351) = .82, p = .408$. The use of [θ] in the reading passage task remained about the same throughout the semester. This use, between 4% and 6% depending on the time, was lower than in the word list, which was between 13% and 14.6%. The repeated measures ANOVA for spontaneous speech resulted in time not being significant, $F(2) = 1.07, p = .352$, but it does approach significance from Time 1 to Time 3, $t(24) = -1.84, p = .078$. The use of [θ] in spontaneous speech, ranging from 1.5% to 3.2%, was lower than in the word list and reading passage, but did increase throughout the semester.

Table 12

Interdental Fricative Frequency in Each Task

	Word List (N=24)		Reading Passage (N=24)		Spontaneous Speech (N=24)	
	Mean	SD	Mean	SD	Mean	SD
Time 1	14.77	27.13	4.17	12.39	1.54	3.24
Time 2	12.68	27.94	5.91	15.07	2.41	5.75
Time 3	13.88	26.91	5.90	16.61	3.20	5.98
Native Speakers	100	0	100	0		

Although time was not significant within each task, there were significant differences across the tasks. At Time 1, the repeated measures ANOVA resulted in Task being significant $F(1.193) = 5.56, p = .021$. The pairwise comparison showed that [θ] was produced significantly more in the word list than the reading passage ($p = .025$). Likewise, [θ] was produced significantly more in the word list than spontaneous speech ($p = .022$). On the other hand, [θ] was not produced significantly more in the reading passage than spontaneous speech ($p = .167$).

At Time 2, the repeated measures ANOVA resulted in Task being significant $F(1.138) = 4.17, p = .047$. The pairwise comparison showed that [θ] was produced significantly more in the word list than the reading passage ($p = .032$). Likewise, [θ] was produced significantly more in the word list than spontaneous speech ($p = .049$). On the other hand, [θ] was not produced significantly more in the reading passage than spontaneous speech ($p = .178$).

At Time 3, the repeated measures ANOVA resulted in Task being significant, $F(1.190) = 4.60, p = .035$. The pairwise comparison showed that [θ] was produced significantly more in the word list than the reading passage ($p = .016$). Likewise, [θ] was produced significantly more in the word list than spontaneous speech ($p = .040$). On the other hand, [θ] was not produced significantly more in the reading passage than spontaneous speech ($p = .268$).

Discussion about task effect. At each point in time as shown in Table 12, the current study found [θ] to be produced the most in the word list, second most in the reading passage, and the least in spontaneous speech. Of the studies that examined the production of [θ] it is more likely to be produced with higher frequency in elicited rather than spontaneous speech. In Ringer-Hilfinger (2012), [θ] was produced five out of six times in a read-aloud text, similar to the reading passage in the present study, and one time during spontaneous speech. Geeslin and Gudmestad (2008) used semispontaneous speech to elicit [θ] and found only nine out of 130 participants used this feature. Of the nine learners in Geeslin and Gudmestad (2008) who produced [θ], the two least proficient learners, enrolled in third year Spanish content courses, produced [θ] the least amount in a task eliciting semispontaneous speech. Four of the five near native speakers in the study produced [θ] categorically or almost categorically. Knouse (2013) found that a reading passage slightly favored [θ] production over spontaneous speech, which consisted of students responding out loud to open-ended questions written in Spanish. In addition, Willis et al. (2009) found increasing uses of [θ] in 8 out of 9 learners throughout a 7-week abroad program in Spain using a contextualized sentence reading task. These studies demonstrate that learners will not produce [θ] as often in spontaneous speech as in read speech. The current study confirms previous studies, with learners producing [θ] more in elicited read speech than in spontaneous speech. Higher percentages of [θ] production during the word list provides evidence for Tarone's (1979) Capability Continuum, which states that speech can occur within a range of styles on a continuum from less formal and more vernacular to more formal and more target-like, but that more native-like speech will occur in formal speech. On one end of the continuum are word lists which elicit more monitored and careful speech in the more formal speech style, while spontaneous speech, on the other end of the continuum, elicits less monitored and more natural vernacular speech. As it stands, the vernacular style of the majority of the participants does not include [θ], while the more formal read speech does. After more time spent abroad, perhaps some of the participants would incorporate [θ] more into spontaneous speech.

Native speakers versus participants. A one-way ANOVA measured the difference between native speakers and SA learners in terms of [θ] production in the word list and reading passage at each point in Time. At Time 1, native speakers differed significantly from participants in the word list, $F(1, 26) = 37.71, p < .001$ and reading passage, $F(1, 27) = 237.45, p < .001$. The same held true at Time 2 in the word list $F(1, 27) = 39.64, p < .001$ and reading passage $F(1, 26) = 151.19, p < .001$. Even at Time 3, the native speakers produced significantly more [θ] than the participants in the word list, $F(1, 27) = 41.59, p < .001$ and reading passage, $F(1, 27) = 129.49, p < .001$. In summary, native speakers produced [θ] categorically in the word list and reading passage, while the participants did not. Knouse (2013) came to a similar conclusion, finding that 25 native speakers used [θ] 99% (622/625) of the time in spontaneous speech, which was significantly more than the participants in the same study used [θ].

Words Produced with [θ]

Spontaneous speech. In the spontaneous speech, if a participant was repeating a word containing [θ] in order to ask what that word meant, then that was not counted as a use of [θ]. This only happened a few times with three participants. The words where [θ] was used in spontaneous speech are shown in Table A-1. For the few times when this variant was used in spontaneous speech, it was often used in the word *gracias* and then in names of countries like *Grecia* or *Francia*. As the discussion on frequency will show, participants produced [θ] more in higher frequency words than in low-frequency words in spontaneous speech. For example, at Time 1, [θ] was produced in the word *gracias*, a high-frequency word, by 3 speakers, at Time 2 by 2 speakers, and at Time 3 by 4 speakers.

Reading passage. Appendix B shows the words from the reading passage where each participant produced [θ] at all points in time. There are some words where multiple participants produced [θ] in the same word. At Time 1, 3 students produced [θ] in *conocida*, and at Time 2, 4 students produced [θ] in *pedazo*. At Time 3, 3 students produced [θ] in *(re)conocida(s)*, 4 did in *contaminación*, and 4 did in *Zara*. All are considered low-frequency words, but *conocido* is considered a highly frequent word, so students may recognize that they need to use [θ] in this word, possibly due to a larger

amount of input. This in turn might influence *reconocida* since it shares the same lemma as *conocida*. Also, *Zara* a popular clothing store in Spain, was produced using [θ] by 3 females a total of seven times and by 1 male one time at Time 3.

Word list. Appendix C shows the words from the word list where each participant produced [θ] at all points in time. There were some words where more students produced [θ]. At Time 1, 5 students produced [θ] in *veces*, *artificial*, and *pureza* and 7 students produced [θ] in *plazas*. At Time 2, 5 students produced [θ] in *chorizo* and in *naturaleza*. At Time 3, 5 students produced [θ] in *chorizo*, *pedazo*, *pureza*, and *diferencian*, and 7 did in *plazas*. Only one of these words, *veces*, exhibited high lexical frequency.

Grapheme

Table 13 shows the percentage of [θ] produced by participants according to the three graphemes contexts—'z', 'ci', and 'ce'. Throughout the semester, [θ] was produced within the grapheme context 'z', between 9% and 10.2%, within 'ci' between 7% and 8%, and within 'ce' between 5% and 7%. Native speakers produced [θ] 100% of the time in all possible contexts.

Table 13
Orthographic Context: Combined Word List and Reading Passage

Grapheme	Time 1	Time 2	Time 3	Native Speakers
z	44/456 9.65%	52/456 11.40%	57/475 12.00%	76/76 100%
ci	62/720 8.61%	55/720 7.64%	60/750 8.00%	120/120 100%
ce	16/240 6.67%	13/240 5.42%	12/250 4.80%	40/40 100%

The participants produced [θ] significantly less than native speakers with the grapheme 'z' at Time 1, $F(1, 26) = 67.82, p < .001$, Time 2, $F(1, 26) = 56.72, p < .001$, and Time 3, $F(1, 27) = 51.95, p < .001$. Similarly, they produced [θ] significantly less than native speakers with the grapheme 'ci' at Time 1, $F(1, 26) = 125.99, p < .001$, Time

2, $F(1, 26) = 94.41, p < .001$, and Time 3, $F(1, 27) = 86.70, p < .001$. Likewise, they produced [θ] significantly less than native speakers with the grapheme 'ce' at Time 1, $F(1, 26) = 197.42, p < .001$, Time 2, $F(1, 26) = 166.28, p < .001$, and Time 3, $F(1, 27) = 209.69, p < .001$.

Although [θ] is produced slightly more in the grapheme 'z' at Time 2 than Time 1, the repeated measure ANOVA found no significant change over time, $F(2, 23) = .553, p = .579$. Similarly, no significant change in time was found for 'ci' $F(1.275, 23) = .050, p = .879$, or 'ce', $F(1.565, 24) = .152, p = .808$.

At all points in time the participants produced [θ] more frequently when the grapheme was 'z' followed by 'ci' and then 'ce'. This trend, while not significant at Time 1, $F(2, 23) = 0.04, p = .964$, was significant at Time 2, $F(1.289) = 3.759, p = .049$, with [θ] produced with the grapheme 'z' significantly more than the grapheme 'ci' and approaching significance for 'ce'. At Time 3, [θ] was produced significantly more with the grapheme 'z' than the grapheme 'ci', and was approaching significance for 'ci' and 'ce' with [θ] produced more with 'ci' than 'ce', $F(1.466, 23) = 6.280, p = .009$. This is in line with Ringer-Hilfinger (2012) where participants produced [θ] only within the grapheme contexts 'z' and 'ci', where 5 out of the 6 tokens of [θ] produced were in elicited speech (a reading passage).

Placement

Table 14 shows the percentage of uses of [θ] according to the place in the word, initial or medial, by participants and native speakers in the Word List and Reading Passage.

Table 14
Placement of [θ]: Combined Word List and Reading Passage

	Time 1	Time 2	Time 3	Native Speakers
Word Initial	13/264 4.73%	14/264 5.30%	19/275 6.91%	44/44 100%
Word Medial	106/1152 9.20%	107/1152 9.29%	110/1200 9.17%	192/192 100%

The ANOVA shows that the participants differed significantly from the native speakers at all points in time. Native speakers produced [θ] significantly more words initially than SA participants at Time 1, $F(1, 26) = 203.31, p < .001$, Time 2, $F(1, 26) = 211.04, p < .001$, and Time 3, $F(1, 27) = 134.55, p < .001$. Native speakers produced [θ] significantly more word medially than participants at Time 1, $F(1, 26) = 102.51, p < .001$, Time 2, $F(1, 26) = 70.54, p < .001$, and Time 3, $F(1, 27) = 75.44, p < .001$.

Individual Factors and Participants Who Increased Use of [θ]

In order to answer the research question about which social factors result in increased use of the variants, a one-way ANOVA was run to compare those students who increased their [θ] usage with those who did not.

Table 15
Increase in Frequency of [θ]

Factor	[θ] Time 1 to Time 2		[θ] Time 1 to Time 3	
	Yes (N=7) Mean (SD)	No (N=18)	Yes (N=5)	No (N=20)
Time 1 Attitude	4.05 (0.76)	4.83 ^a (0.75)		
Time 2 Awareness			5.73 (0.37)	5.05 ^b (0.69)
Previous Travel to Spain	42.86% (3/7)	22.22% (4/18)	40% (2/5)	25% (5/20)

^a Attitude $F(1, 23) = 5.48, p = .028$

^b Awareness $F(1, 23) = 2.76, p = .110$

Overall the percentage of [θ] did not change throughout the semester, but seven participants increased their [θ] use from Time 1 to Time 2 and five increased from Time 1 to Time 3. Table 15 shows the results of the one-way ANOVA comparing the students who increased their [θ] use to those who did not. Those who increased their frequency of [θ] production from Time 1 to Time 2 exhibited a significantly less positive attitude

toward Castilian Spanish at Time 1 and more previous travel to Spain than those who did not increase their frequency of [θ] production. While the attitude factor was unexpected, both groups had relatively positive attitudes with averages of 4 or greater out of a possible 6. More awareness of the Castilian Spanish accent at Time 2 and more previous travel to Spain led to increased [θ] use from Time 1 to Time 3. This awareness was quite high overall, above 5 out of a possible 6 for both groups.

Uvular Fricative

The second phonological dialectal variant under study was the uvular fricative. The four native speakers did not always use [χ], but sometimes used [x] and rarely used [h]. The native speaker's production of [χ] will be compared to the learners. Since [x] and [h] are also used in other varieties of Spanish, it is uncertain if the production of [x] and [h] by students is indicative of the Castilian dialect or not. On the other hand [χ] is indicative of the Castilian dialect, so it was analyzed in detail.

Development over Time

The frequency of [χ] use for each participant at each point in Time is shown in Table 16. The percentage of [χ] used was calculated based on the total of all possible contexts where [χ] could have been used across all tasks. Each participant, identified under *Speaker*, was assigned a frequency group. The low-frequency group, consisting of 68% (17/25), of the participants used [χ] less than 12.5% at any point in time. This group includes six participants who never produced [χ]. The medium-frequency group (medium), consisting of 32% of participants, used [χ] more than 12.5% during at least one point in time. The percentage of [χ] used by the four native speakers in the word list and reading passage are also shown in Table 16. They produced [χ] between 62% and 86% with an average of 74%.

Table 16

Uses of [χ] at Time 1, Time 2 and Time 3

Speaker	Frequency Group	Time 1	Time 2	Time 3
1	Low	1/55 1.8%	0/53 0%	0/57 0%
2	Low	0/58 0%	7/56 12.5%	2/60 3.3%
3	Low	1/55 1.8%	2/53 3.8%	2/53 3.8%
4	Low	0/53 0%	0/53 0%	0/53 0%
5	Medium	28/54 51.9%	32/58 55.2%	34/76 44.7%
6	Low	1/55 1.8%	NA	0/79 0%
7	Low	0/53 0%	0/56 0%	0/63 0%
8	Medium	18/58 31%	24/65 36.9%	25/53 47.2%
11	Medium	7/54 13.0%	1/51 2.0%	16/56 28.6%
12	Low	0/66 0%	2/69 2.9%	1/72 1.39%
13	Low	0/66 0%	0/53 0%	3/60 5%
15	Low	0/67 0%	1/55 1.8%	9/72 12.5%
16	Low	0/58 0%	0/57 0%	0/63 0%
17	Low	0/62 0%	0/50 0%	0/57 0%
18	Low	0/57 0%	2/59 3.4%	0/55 0%

(continued)

Speaker	Frequency Group	Time 1	Time 2	Time 3
<i>Table 16, continued</i>				
19	Low	0/58 0%	0/67 0%	7/62 11.3%
21	Low	0/68 0%	1/53 1.9%	0/58 0%
22	Low	0/64 0%	0/58 0%	2/50 4%
23	Low	0/40 0%	0/72 0%	0/62 0%
25	Medium	21/61 34.4%	32/73 43.8%	19/55 34.6%
26	Medium	13/56 23.2%	15/54 27.8%	8/61 13.11%
27	Medium	7/55 12.7%	14/51 27.5%	21/63 33.3%
29	Low	0/53 0%	0/55 0%	0/59 0%
30	Medium	19/52 36.5%	34/56 60.7%	45/68 66.2%
31	Medium	2/52 3.9%	17/51 33.3%	8/54 14.8%
Native Speaker 1		43/50 86.00%		
Native Speaker 2		31/50 62.00%		
Native Speaker 3		34/50 68.00%		
Native Speaker 4		40/50 80.00%		

Figure 2 shows the participants' [χ] use as it develops over time for those participants who used [χ] at least once.

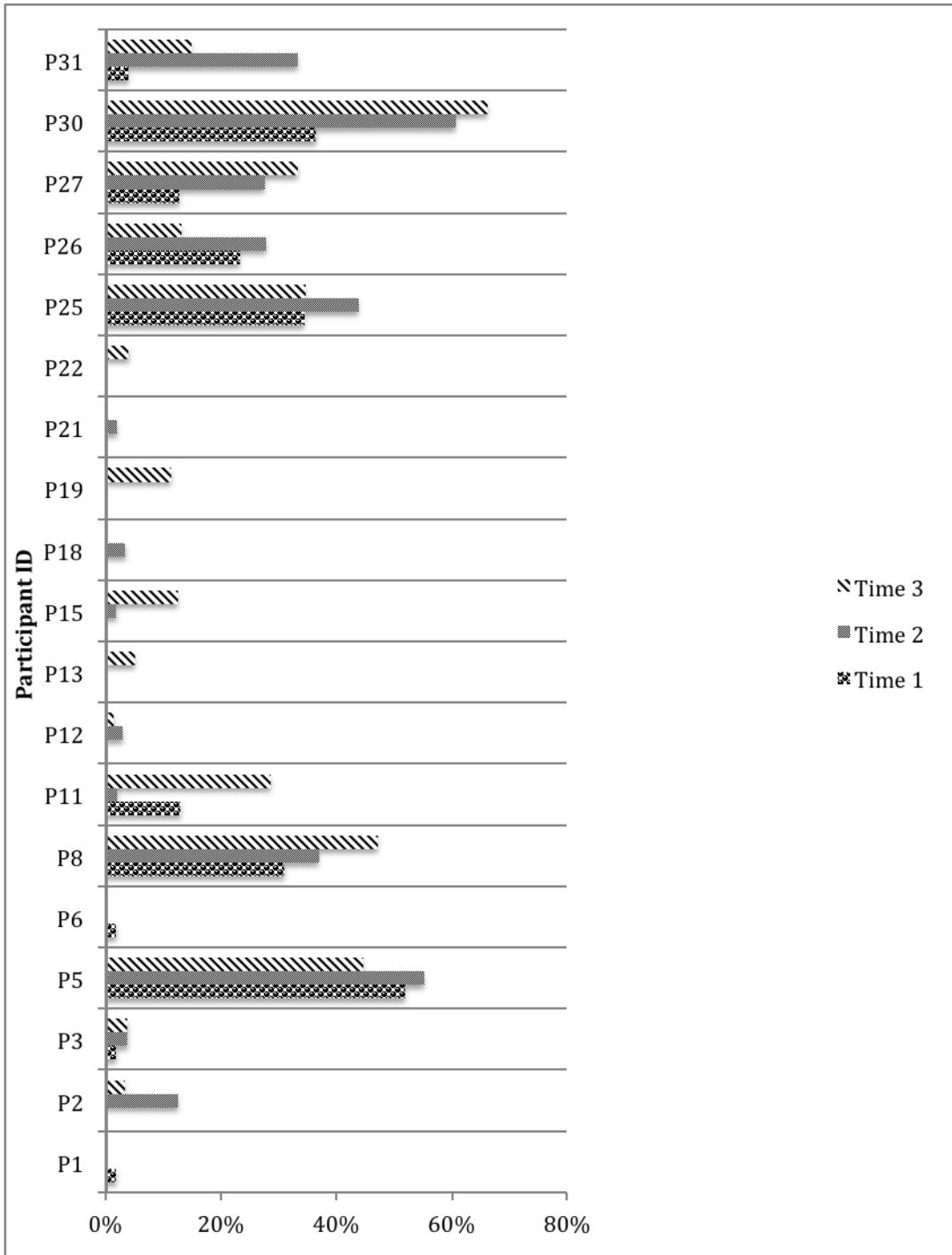


Figure 2. [χ] production by each participant (P).

Describing the Trends for the Medium-frequency Group

The medium-frequency group for [χ] production consisted of 8 students, while it consisted of only 5 students for [θ] production, 4 of whom were also part of the [χ] medium-frequency group. Six of the students in the medium-frequency [χ] group had previously traveled to Spain or had a past instructor who spoke Castilian Spanish.

Five participants increased their use of [χ] by 10%–30% from the beginning to the end of the semester, while one participant remained about the same around 34% [χ] use, and one participant decreased her use by around 10%. The one person who decreased did increase from the beginning to the middle of the semester before decreasing at the end of the semester. Despite this participant liking how Castilian Spanish sounded, she stated that because she was interacting more with a Mexican heritage speaker, she did not try to sound Spanish at the end of the semester. On the contrary, at the beginning of the semester she tried to sound Spanish. The participant who remained the same for [χ] production increased her [θ] production by around 10%. She did increase her [χ] production from the beginning to the middle of the semester, but decreased back to around the same amount at the end of the semester as at the beginning of the semester.

Development over Time in [χ] Production

The mean and standard deviation are shown in Table 17 for the 24 participants that completed all three tasks at all three points in time. Table 17 also shows the results of the repeated-measures ANOVA measuring change over time.

Table 17
[χ] Production

	N	Mean (%)	SD (%)	<i>F</i> (1, 23)
Time1	24	8.76	15.07	4.22*
Time2	24	13.06	19.51	T1<T2, T1 < T3
Time3	24	13.49	18.77	

The repeated measures ANOVA shows that time is significant $F(2) = 4.221, p = .021$. The participants significantly increased their production of $[\chi]$ from the beginning to the middle of the semester as well as from the beginning to the end of the semester. The difference from Time 2 to Time 3 is not significant $t(23) = -.225, p = .824$. Participants production of $[\chi]$ remains about the same at Time 2 and Time 3. In summary, the participants as a group increased their production of $[\chi]$ at the middle of the semester. This production remained about the same from the middle to the end of the semester. Perhaps more time than one semester would be needed abroad in order to see a significant increase after the middle of the semester.

Correlation of Individual Factors and $[\chi]$ at Each Point in Time

Spearman Rho's correlation coefficient is shown in Table 18 for each independent variable as it correlates with the use of $[\chi]$ at Time 1, Time 2 and Time 3.

Table 18

Correlation Coefficients for [χ] for 25 Participants

	T1	T2	T3
College Year	-.11	-.11	-.13
Previous Travel to Spain	.32	.25	.20
Previous Spanish Instructor with Castilian Accent	.30	.23	.24
Hispanic Linguistics Course in Spain	-.19	.01	.00
Spanish Proficiency at Time 1	.41*	.46*	.44*
Age	-.10	-.11	-.12
Years of Formal Spanish	-.04	-.06	.06
Year of Spanish studied at college	.14	.15	.13
Living Situation	-.08	-.06	.20
Trips within Spain		-.25	-.05
Trips outside of Spain		-.11	-.33
Attitude	.54**	.10	-.18
Aware	.04	.16	.01
Desire	.33	.36*	.02
Motivation	.23	.08	.21
Anxiety	-.37*	-.42*	.02
Importance	-.10	.05	.15
Amount Learned	.08	.18	-.21
Castilian Social network		.05	.02
Tried to sound Castilian	.47**	.30	.34*
Preferred Castilian Spanish	-.16	.16	-.03
Spanish Contact (L2 Contact)		.22	.19
English Contact (L1 Contact)		-.17	.12

* $p < .05$, ** $p < .01$

It follows from Table 18 that Spanish proficiency at Time 1 is significantly correlated with the use of [χ] at Time 1, 2, and 3. The greater the Spanish proficiency, the more [χ] is produced. Living situation is significantly correlated with the development of [χ] from Time 1 to Time 3. Students who live in the dorm improve their [χ] production more throughout the semester. Desire to sound like a Castilian Spanish speaker is significantly correlated with [χ] use at Time 2. As the desire increases, the use of [χ] at Time 2 increases. Anxiety is negatively correlated with the use of [χ] at Time 1 and Time 2. As anxiety decreases, so does [χ] production. Trying to sound like a Castilian Spanish speaker is significantly correlated with [χ] production at Time 1 and Time 3. The more participants try to sound like a Castilian Spanish speaker the more [χ] is produced.

Frequency Groups

The mean percentage and standard deviation of [χ] produced for each frequency group is shown in the Table 19. The low-frequency group, containing the majority of the participants (17/25), produced [χ] about the same percentage throughout the semester, 0.3% at Time 1, and 2% at Time 2 and 3. The medium-frequency group, consisting of 8 participants, produced [χ] 25% at Time 1, increased to 36% production at Time 2, and remained about the same, 35%, at Time 3.

Table 19

[χ] Use by Frequency Group

[X] use	Low (N=17)		Medium (N=8)	
	Mean	SD	Mean	SD
Time 1	.32	.71	25.59	15.24
Time 2	1.64	3.21	35.90	18.31
Time 3	2.43	3.97	35.31	17.50

The repeated measures ANOVA showed no significant change over time in [χ] production for the low-frequency group, $F(2, 15) = 2.58, p = .093$. The paired *t*-test, however, showed that the low-frequency group was approaching significance for Time 1

and Time 3, $t(16) = -2.11 = p = .051$ and Time 1 and Time 2, $t(15) = 1.75, p = .101$. The repeated measures ANOVA for change over time for the medium-frequency group was approaching significance, $F(2, 7) = 2.61, p = .109$. The paired t -test showed that the medium-frequency group was approaching significance for Time 1 and Time 3, $t(7) = -2.24, p = .060$ and Time 1 and Time 2, $t(7) = -1.92, p = .096$

Factors that Correlate with [χ] Production

The participants were divided into two groups, those that exhibited low percentages of [χ] and those that exhibited higher percentages of [χ]. Table 20 shows the correlation of various individual factors with the percentage of [χ] produced. The factors that were not significantly correlated to [χ] production or had a correlation coefficient of .70 or less are not shown in the table. These factors are the *Introduction to Hispanic Linguistics* course taken in Spain, desire to sound like a Castilian Spanish speaker, motivation to learn Spanish, pronunciation anxiety, importance of nonaural Spanish skills, amount of Spanish learned, and Castilian Spanish social network strength, importance of nonaural Spanish skills, weekend trips taken within and outside of Spain, and living situation.

Table 20

Correlation Coefficients for [χ] by Frequency Group

	Time 1		Time 2		Time 3	
	Low (N=17)	Medium (N=8)	Low (N=16)	Medium (N=8)	Low (N=17)	Medium (N=8)
Previous Travel to Spain	.14	.51	-.06	.62	-.18	.73*
Previous Spanish Instructor with Castilian Accent	.18	.00	.08	-.25	.01	.13
Spanish Proficiency at Time 1	.14	.81*	.40	.79*	.43*	.67
Age	-.25	-.59	-.07	-.68	-.44*	-.08
Years of Formal Spanish	.21	.21	.01	.29	.44*	.17
Attitude	.17	-.51	.38	-.55	-.43*	-.68
Aware	-.20	.23	.06	-.52	.12	-.77*
Spanish Contact (L2 Contact)			.26	.12	-.27	.76*
English Contact (L1 Contact)			-.30	.00	-.53*	-.20

* $p < .05$, ** $p < .01$

Time 1. At Time 1, while no factors are correlated with [χ] production at the $r = .50$ level or above for the low-frequency group, several factors are correlated with [χ] production for the medium-frequency group. Previous travel to Spain and Spanish proficiency as self-reported at Time 1 are both positively correlated with [χ] production for the medium-frequency group. Age and attitude toward Castilian Spanish are both negatively correlated with [χ] production for the medium-frequency group.

Time 2. Similar to Time 1, while no factors are correlated with [χ] production at the $r = .50$ level or above for the low-frequency group, several factors are correlated with [χ] production for the medium-frequency group. Previous travel to Spain and Spanish proficiency at Time 1 are both positively correlated with [χ] production for the medium-frequency group. Spanish proficiency is positively correlated with [χ] production for the low-frequency group, but this is only a moderate relationship. Similar to Time 1, age and attitude toward Castilian Spanish are negatively correlated with [χ] production for the medium-frequency group. Stevens (2001) also found that a less positive attitude in four

advanced learners studying abroad in Madrid for one semester led to improvement in pronunciation. He attributed the negative attitude to more time spent in the target language, which he claimed was more important than attitude itself. Another possible explanation for the current study, is that the attitude toward the dialect could be negative for other reasons not pertaining specifically to this feature.

Time 3. At Time 3, five factors are significantly correlated with [χ] production for both the low-frequency group and the medium-frequency group. Similar to Time 1 and Time 2, previous travel to Spain is positively correlated with increased [χ] production for the medium-frequency group. Spanish proficiency is positively correlated with [χ] production for both frequency groups. Whereas at Time 1 and Time 2 age was negatively correlated with [χ] production for the medium-frequency group, age is negatively correlated with [χ] production for the low-frequency group, meaning the younger the student, the more [χ] produced. Years of formal Spanish, or the amount of time the student spent studying Spanish in school is positively correlated with increased [χ] production for the low-frequency group. This could be related to proficiency level as well.

Attitude toward the Castilian dialect is negatively correlated with [χ] production for both groups. The more negative the attitude toward the Castilian Spanish dialect, the less [χ] produced. Awareness of the Castilian Spanish accent was negatively correlated with increased [χ] production for the medium-frequency group. Thus these students did not have to be aware of dialectal differences in order to produce [χ]. The amount of Spanish contact was positively correlated with [χ] production for the medium-frequency group. The more time these students spent in Spanish, often surrounded by Castilian Spanish speakers, the more [χ] they produced. The amount of contact in English was negatively correlated with [χ] production for the low-frequency group. Thus, less time spent in the L1 resulted in increased [χ] production.

Lexical Frequency for [χ]

Based on all of the words produced with [χ], Table 21 shows [χ] production in low and high-frequency words in each task. For the word list and reading passage task, native speakers are included and compared to the participants. Native speakers produced

[χ] 87.2% of the time in low-frequency words and 72.5% of the time in high-frequency words.

Table 21

[χ] Lexical Frequency in the Word List and Reading Passage

	Time 1		Time 2		Time 3		Native Speakers	
	Low	High	Low	High	Low	High	Low	High
Word List & Passage	10.00% 96/960	7.50% 18/240	14.90% 143/960	11.25% 27/240	16.10% 161/1000	11.60% 29/250	87.20% 119/160	72.50% 29/40
Spontaneous	1.17% 2/171	0.97% 1/103	2.86% 3/105	6.84% 8/117	2.56% 3/117	4.79% 8/167		

The one way ANOVA measuring differences between native speakers and participants was significant at all points in time for low- and high-frequency words.

At Time 1 native speakers produced [χ] more in low-frequency words, $F(1, 26) = 53.88, p < .001$ and high-frequency words, $F(1, 26) = 64.25, p < .001$. At Time 2 native speakers produced [χ] more in low-frequency words, $F(1, 26) = 28.72, p < .001$ and high-frequency words, $F(1, 26) = 31.48, p < .001$. At Time 3 native speakers produced [χ] more in low-frequency words, $F(1, 26) = 24.10, p < .001$ and high-frequency words, $F(1, 26) = 32.58, p < .001$. When comparing the two groups of students, those who produced [χ] with low frequency and those who produced [χ] with medium frequency, with native speakers, the medium-frequency group of students did not differ significantly from native speakers in their production of high-frequency words with [χ] at Time 2, $F(2, 26) = 42.43, p = .060$ and Time 3, $F(2, 26) = 38.26, p = .053$. Thus students in the medium-frequency group are approaching target-like norms of [χ] production in high-frequency words by the middle and end of the semester.

In spontaneous speech, at Time 1, the participants produced [χ] twice in low-frequency words and one time in high-frequency words. At Time 2 and 3 they produced [χ] more in higher frequency words than lower frequency words. In comparison to [θ], they are still producing [χ] more in higher frequency words at Time 3 whereas [θ] is produced slightly more in low-frequency words at Time 3.

The Three Tasks and the [χ] Production

The number of uses and their corresponding percentages for each participant and each task (list, passage, and spontaneous) at every point in time is shown in Table 22. For the list and passage tasks, the total number of possible occurrences of [χ] are listed at the top, with exceptions described in the footnote of the table. Due to the nature of the spontaneous task, the total number of occurrences is listed for each participant.

Table 22

Uses of [χ] at Time 1, Time 2 and Time 3 in Each Type of Task

Speaker N [^]	List			Passage			Spontaneous		
	Time1 20	Time2 20	Time 3 20	Time1 30	Time2 30	Time3 30	Time1 /N, where N=total uses for each participant	Time2	Time 3
1	1 5.26%	0 0%	0 0%	0 0%	0 0%	0 0%	0/6 0%	0/3 0%	0/7 0%
2	0 0%	7 35%	2 11.1%	0 0%	0 0%	0 0%	0/9 0%	0/6 0%	0/12 0%
3	0 0%	0 0%	0 0%	1 3.3%	2 6.7%	2 6.7%	0/6 0%	0/3 0%	0/4 0%
4	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/4 0%	0/3 0%	0/3 0%
5	14 73.7%	13 68.4%	14 70%	13 43.3%	18 60%	16 53.3%	0/5 0%	1/9 11.1%	4/26 15.4%
6	0 0%	NA NA	0 0%	0 0%	NA NA	0 0%	1/5 20%	NA NA	0/29 0%
7	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/3 0%	0/6 0%	0/13 0%
8	11 55%	11 55%	11 55%	6 30%	11 36.7%	14 46.7%	1/8 12.5%	2/15 13.3%	0/3 0%
11	7 35%	0 0%	15 79.0%	0 0%	0 0%	1 3.3%	0/4 0%	0/1 0%	0/24 0%
12	0 0%	1 6.3%	1 5.6%	0 0%	0 0%	0 0%	0/17 0%	1/23 4.4%	0/10 0%

(continued)

Speaker N^	List			Passage			Spontaneous		
	Time1 20	Time2 20	Time 3 20	Time1 30	Time2 30	Time3 30	Time1 /N, where N=total uses for each participant	Time2	Time 3
<i>Table 22, continued</i>									
13	0 0%	0 0%	3 15%	0 0%	0 0%	0 0%	0/16 0%	0/3 0%	0/22 0%
15	0 0%	1 5%	6 30%	0 0%	0 0%	2 6.7%	0/18 0%	0/5 0%	1/13 4.6%
16	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/8 0%	0/7 0%	0/63 0%
17	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/12 0%	0/0 0%	0/9 0%
18	0 0%	2 10%	0 0%	0 0%	0 0%	0 0%	0/7 0%	0/9 0%	0/5 0%
19	0 0%	0 0%	6 30%	0 0%	0 0%	1 3.3%	0/8 0%	0/17 0%	0/12 0%
21	0 0%	1 5%	0 0%	0 0%	0 0%	0 0%	0/18 0%	0/3 0%	0/10 0%
22	0 0%	0 0%	2 11.1%	0 0%	0 0%	0 0%	0/14 0%	0/8 0%	0/2 0%
23	NA NA	0 0%	0 0%	0 0%	0 0%	0 0%	0/10 0%	0/23 0%	0/12 0%
25	8 40%	14 77.8%	9 50%	12 40%	16 53.3%	10 33.3%	1/11 9.1%	2/25 8%	0/7 0%

(continued)

Speaker N [^]	List			Passage			Spontaneous		
	Time1	Time2	Time 3	Time1	Time2	Time3	Time1	Time2	Time 3
	20	20	20	30	30	30	/N, where N=total uses for each participant		
<i>Table 22, continued</i>									
26	8 40%	7 35%	5 25%	5 16.7%	8 26.7%	3 10%	0/6 0%	0/4 0%	0/11 0%
27	4 21.1%	12 60%	12 60%	3 10%	2 6.7%	7 23.3%	0/6 0%	0/1 0%	2/13 15.4%
29	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0/3 0%	0/5 0%	0/9 0%
30	11 55%	16 80%	18 90%	8 26.7%	14 46.7%	22 73.3%	0/2 0%	4/6 66.7%	5/18 27.8%
31	1 5%	9 47.4%	8 42.1%	1 3.3%	6 20%	0 0%	0/2 0%	2/2 100%	0/5 0%
Native speaker 1	19 95%			24 80%					
Native speaker 2	9 45%			21 70%					
Native speaker 3	10 50%			24 80%					
Native speaker 4	16 80%			24 80%					

[^] = N is different than the number listed

N = 19 for Participants 1, 2, 3, 4, 5, 12, and 27 in the List at Time 1.

N = 19 for Participants 5, 23, and 31, N = 16 for Participant 12, and N = 18 for Participant 25 in the List at Time 2.

N = 19 for Participants 3, 11, and 31 and N = 18 for Participants 2, 12, 21, 22, and 25 in the List at Time 2.

N = 29 for Participant 15 in the Passage at Time 1.

N = 19 for Participants 5, 23, and 31, N = 16 for Participant 12, and N = 18 for Participant 25 in the Passage at Time 2.

Each task was examined individually and a percentage of [χ] uses was calculated. The mean and standard deviations at each point in time of [χ] use in the word list, reading passage and spontaneous speech is shown in Table 23. (Two participants were not included in this analysis due to one participant not completing the word list and reading passage at Time 1 and one not completing the word list and reading passage at Time 2.)

The repeated measures ANOVA for the word list task resulted in time being significant, $F(2) = 3.869, p = .029$. The difference from Time 1 to Time 3 was significant, $t(23) = -3.021, p = .006$. The difference from Time 1 to Time 2 was approaching significance, $t(22) = -1.804, p = .085$. The use of [χ] in the word list task increased throughout the semester resulting in a significant increase from the beginning to the end of the semester.

The repeated measures ANOVA for the reading passage task resulted in Time approaching significance, $F(2) = 2.809, p = .084$. The use of [χ] in the reading passage at Time 2 and Time 3 is equal, at 10.8%. The paired t -test resulted in the difference from Time 1 to Time 2 being significant $t(23) = -2.784, p = .011$. The use of [χ] during the reading passage, while small, increases significantly from the beginning to the middle of the semester. This use stays exactly the same from the middle to the end of the semester.

There were no significant differences in Time for spontaneous speech, $F(2) = 2.20, p = .166$, which means that the use of [χ] remained about the same and was quite low throughout the semester.

Table 23
[χ] Use in Each Task

	Word List (N=23)		Reading Passage (N=24)		Spontaneous Speech (N=24)	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Time1	14.35	23.03	6.94	13.40	.94	03.15
Time2	21.08	28.94	10.83	19.07	8.85	24.34
Time3	24.95	29.19	10.83	20.27	2.74	07.05
Native Speakers	65.48	21.43	77.50	5.00		

There were significant differences across the tasks. At Time 1, the repeated measures ANOVA resulted in Task being significant, $F(1.204) = 6.35, p = .014$. The pairwise comparison showed that $[\chi]$ was produced significantly more in the word list than the reading passage ($p = .014$). Likewise, $[\chi]$ was produced significantly more in the word list than spontaneous speech ($p = .015$). On the other hand, $[\chi]$ was not produced significantly more in the reading passage than spontaneous speech ($p = .065$).

At Time 2, the repeated measures ANOVA resulted in Task being significant $F(1.514) = 3.84, p = .042$. The pairwise comparison showed that $[\chi]$ was produced significantly more in the word list than the reading passage ($p = .005$). Likewise, $[\chi]$ was produced significantly more in the word list than spontaneous speech ($p = .038$). On the other hand, $[\chi]$ was not produced significantly more in the reading passage than spontaneous speech ($p = .626$).

At Time 3, the repeated measures ANOVA resulted in Task being significant $F(1.486) = 13.68, p < .001$. The pairwise comparison showed that $[\chi]$ was produced significantly more in the word list than the reading passage ($p = .002$). Likewise, $[\chi]$ was produced significantly more in the word list than spontaneous speech ($p < .001$). It was also produced more in the reading passage than spontaneous speech ($p = .016$).

Native Speakers versus Participants

The one-way ANOVA showed that participants differed significantly from native speakers. At Time 1, participants produced $[\chi]$ significantly less than native speakers in the word list, $F(1, 26) = 18.02, p < .001$, and reading passage, $F(1, 27) = 117.32, p < .001$. At Time 2, participants produced $[\chi]$ significantly less than native speakers in the word list, $F(1, 27) = 9.04, p = .006$ and reading passage, $F(1, 26) = 46.96, p < .001$. Even at Time 3, the participants do not approach native-like norms of $[\chi]$ production, producing $[\chi]$ significantly less than native speakers in the word list, $F(1, 27) = 7.92, p = .009$ and reading passage, $F(1, 27) = 43.50, p < .001$.

Task

Similar to $[\theta]$, at each point in time $[\chi]$ is produced the most in the word list, second most in the reading passage, and the least in spontaneous speech. This provides additional evidence for Tarone's (1979) Capability Continuum, which states that speech

can occur within a range of styles on a continuum from less formal and more vernacular to more formal and more target-like, but that more native-like speech will occur in formal speech. On one end of the continuum are word lists which elicit more monitored and careful speech in the more formal speech style, while spontaneous speech, on the other end of the continuum, elicits less monitored and more natural vernacular speech. As it stands, the vernacular style of the majority of the participants does not include [χ], while the more formal read speech does. After more time spent abroad, perhaps some of the participants would likely incorporate [χ] more into spontaneous speech.

Words Produced with [χ]

Appendices A, B, and C show the words from spontaneous speech, the reading passage, and the word list, respectively, where each participant produced [χ] at all points in time. In spontaneous speech, three students produced a [χ] in the morpheme /viaj/ at Time 2 and Time 3. This was the most commonly produced morpheme containing [χ].

At Time 1, in the reading passage, four students produced [χ] in *jóvenes* and/or *quejado*, and all four native speakers produced [χ] in both of these words. In the word list, 7 students produced [χ] in *juegan* and 6 did in *joyas*, while five students produced [χ] in *ajo*, *jamón*, *joya*, and *junio*. At least 2 of the 4 native speakers produced [χ] in these words. None of the words are high-frequency words.

At Time 2, in the reading passage, 6 students produced [χ] in *jamón* and *joya* and 4 did in *jóvenes*. All 4 native speakers produced [χ] in these words, with the exception of *jamón*, where 3 native speakers produced [χ]. In the word list, 5 students produced [χ] in *ajo* and *junio*, and *julio* and 6 students produced [χ] in *jamoncito*, *jamón*, *joyas*, and *quejado*. All of these are low-frequency words. Two native speakers produced [χ] in *jamoncito*, *joyas*, and *julio*, three produced [χ] in *ajo*, *jamón*, and *junio*, and all four produced [χ] in *quejado*. At Time 3, in the reading passage, 6 students produced [χ] in *ajo* and 5 did in *jóvenes* while 3 native speakers produced [χ] in *ajo* and 4 did in *jóvenes*. In the word list, 5 students produced [χ] in *jamoncito*, 6 produced [χ] in *junto*, *quejado*, and *vieja*, 7 produced [χ] in *ajo*, and *junio*, 8 produced [χ] in *joyas*, and 9 produced [χ] in *jamón*. Two native speakers produced [χ] in *jamoncito* and *joyas*, 3 produced [χ] in *ajo*,

jamón, junio, and junto, and 4 produced [χ] in *joya, quejado, and vieja*. The only high-frequency word was *junto*.

Word Placement

Table 24 shows the percentage of uses of [χ] according to the place in the word, initial or medial, by participants and native speakers in the Word List and Reading Passage. This is based on the words produced with [χ].

Table 24

Placement of [χ]: Combined Word List and Reading Passage

	Time 1	Time 2	Time 3	Native Speakers
Word Initial	74/720 10.28%	111/720 15.42%	119/750 15.87%	89/120 74.16%
Word Medial	40/480 8.33%	59/480 12.29%	68/500 13.60%	61/80 76.25%

The ANOVA shows that the participants differ significantly from the native speakers at all point in time. They produce [χ] significantly more word initially than participants at Time 1, $F(1, 27) = 50.82, p < .001$, Time 2, $F(1, 27) = 25.79, p < .001$, and Time 3, $F(1, 27) = 25.26, p < .001$. Native speakers produce [χ] significantly more word medially than participants at Time 1, $F(1, 27) = 70.30, p < .001$, Time 2, $F(1, 27) = 34.65, p < .001$, and Time 3, $F(1, 27) = 26.71, p < .001$.

Participants with Increased [χ] Production

In order to answer the research question about which social factors result in increased use of the variants, a one-way ANOVA was run to compare those students who increased their [χ] usage with those who did not.

Table 25

Increase in Frequency of [χ]

Factor	[χ] Time 1 to Time 2		[χ] Time 1 to Time 3	
	yes (N=13)	no (N=12)	yes (N=13)	no (N=12)
Time 2 Awareness			5.47 (0.64)	4.89 ¹ (0.62)
Time 1 Anxiety	3.69 (0.94)	4.44 ² (0.58)	3.77 (0.91)	4.35 ³ (0.71)
Time 2 Anxiety	3.13 (0.83)	3.94 ⁴ (0.51)		
Time 1 Motivation	5.23 (0.57)	4.72 ⁵ (0.72)		
Time 2 English Contact	112.00 (50.50)	143.17 ⁶ (46.80)	104.77 (49.55)	151.00 ⁷ (40.41)
Weekend Trips	4.69 (1.49)	6.17 ⁸ (1.90)		
Previous Travel to Spain	38.46% (5/13)	16.67% (2/12)	23.08% (3/13)	33.33% (4/12)

1. Awareness $F(1, 23) = 5.36, p = .030$ 2. Time 1 Anxiety $F(1, 23) = 5.63, p = .026$ 3. Time 1 Anxiety $F(1, 23) = 3.17, p = .088$ 4. Time 2 Anxiety $F(1, 23) = 8.25, p = .009$ 5. Motivation $F(1, 23) = 3.87, p = .061$ 6. English contact $F(1, 23) = 2.55, p = .124$ 7. English contact $F(1, 23) = 6.47, p = .018$ 8. Trips Total $F(1, 23) = 4.70, p = .041$

Table 25 lists the factors resulting in significant differences between those participants that increased their [χ] use and those that did not. It follows from Table 26 that those students who increased their [χ] use from Time 1 to Time 2 exhibited less anxiety at Time 1 and Time 2, more motivation to speak Spanish at Time 1, less contact with English at Time 2, and fewer weekend trips. Remaining in Spain on the weekends could allow students the possibility to have more exposure to this phonological variant. In addition, more students who increased their [χ] use had previously traveled to Spain.

More awareness of the Castilian Spanish accent at Time 2, less anxiety at Time 1, and less contact with English at Time 2 led to increased [χ] use from Time 1 to Time 3. Previous travel to Spain did not seem to lead to increased [χ] use from Time 1 to Time 3 since about the same number of students in each group (those who increased their [χ] use and those who did not) had previously traveled to Spain.

Second-person Plural Informal *Vosotros*

The *Vosotros* Task was designed to elicit *vosotros* in somewhat spontaneous speech. Participants read a situation in English and then responded in Spanish to a series of prompts based on this situation. Then they read one more situation and responded in Spanish to a series of prompts based on that situation as well. The situations and their prompts can be found in Appendix D. The participants were instructed to respond out loud just as they would if they were actually conversing with others in Spanish. Several of the prompts were distracters, eliciting a variety of other forms in addition to *vosotros*, so that participants would be unaware of the phenomenon being investigated. Appendix D shows the responses of each participant who attempted to use *vosotros* at least once.

Any attempted use of *vosotros*, whether grammatically accurate or not, counted as a use of *vosotros*. In total, 16 prompts eliciting *vosotros* were used in the analysis. For each of the 16 prompts any time a participant used *vosotros*, no matter how many times within that prompt, one use of *vosotros* was counted. Then a percentage was calculated, using the total number of times *vosotros* was used divided by the total possible number of uses—16. Participants 2 and 18 did not respond to all 16 prompts, making the total number of possible *vosotros* uses for them 9 and 7, respectively.

The attempted uses of *vosotros*, including the frequency and the percentage, are shown in Table 26 for each point in time. At the bottom of Table 26 the count and percentage of use for the native speakers is shown as well. The table also shows, in parentheses, the number of tokens of *vosotros*, which was sometimes different from the number of attempts. Each participant, identified under *Speaker*, was assigned a frequency group. The no-frequency group (no), consisting of 32% of the participants, never attempted to use *vosotros*. The low-frequency group (low), consisting of 40% of the participants, attempted to use *vosotros* 40% of the time or less at all points in time. The

medium-frequency group (medium), consisting of 28% of the participants, who used *vosotros* more than 40% of the time during at least one point in time.

Table 26
Attempted Uses of Vosotros by Each Participant

Speaker	Frequency Group	Time 1	Time 2	Time 3
		N=16^ maximum possible attempts (# of tokens)		
1	No	0 —	0 —	0 —
2	Low	0 —	0 —	1 (2) 11.1%
3	No	0 —	0 —	0 —
4	Low	0 —	4 (5) 25%	5 (6) 31.3%
5	Medium	0 —	10 (19) 75%	6 (14) 43.8%
6	Medium	6 (9) 56.3%	NA	5 (12) 37.5%
7	Low	4 (4) 18.8%	5 (5) 31.3%	6 (6) 37.5%
8	Low	4 (4) 26.7%	6 (9) 40%	3 (3) 26.7%
11	No	0 —	0 —	0 —
12	Low	2 (2) 6.3%	0 —	0 —
13	Medium	5 (7) 37.5%	5 (7) 37.5%	6 (7) 43.8%
15	Low	0 —	0 —	3 (4) 18.8%
16	No	0 —	0 —	0 —

(continued)

Speaker	Frequency Group	Time 1	Time 2	Time 3
		N=16^ maximum possible attempts (# of tokens)		
<i>Table 26, continued</i>				
17	No	0 —	0 —	0 —
18	Medium	3 (3) 42.9%	2 (2) 28.6%	5 (6) 71.4%
19	Medium	1 (1) 6.3%	0 —	5 (9) 43.8%
21	Low	0 —	0 —	4 (6) 25%
22	Low	1 (1) 6.3%	6 (8) 37.5%	6 (7) 37.5%
23	No	0 —	0 —	0 —
25	Low	1 (1) 6.3%	6 (7) 37.5%	2 (2) 12.5%
26	Medium	0	9 (11) 62.5%	4 (6) 25%
27	Low	3 (3) 18.8%	4 (4) 25%	5 (5) 31.3%
29	No	0 —	0 —	0 —
30	Medium	6 (7) 37.5%	6 (8) 37.5%	7 (8) 43.8%
31	No	0 —	0 —	0 —
Native Speaker 1		9 56.3% %		
Native Speaker 2		9 56.3%		
Native Speaker 3		10 62.5%		
Native Speaker 4		7 43.8%		

^ N= 9 for Participant 2 and N= 7 for Participant 18

Figure 3 shows the attempted uses of *vosotros* for each participant at Time 1, 2, and 3.

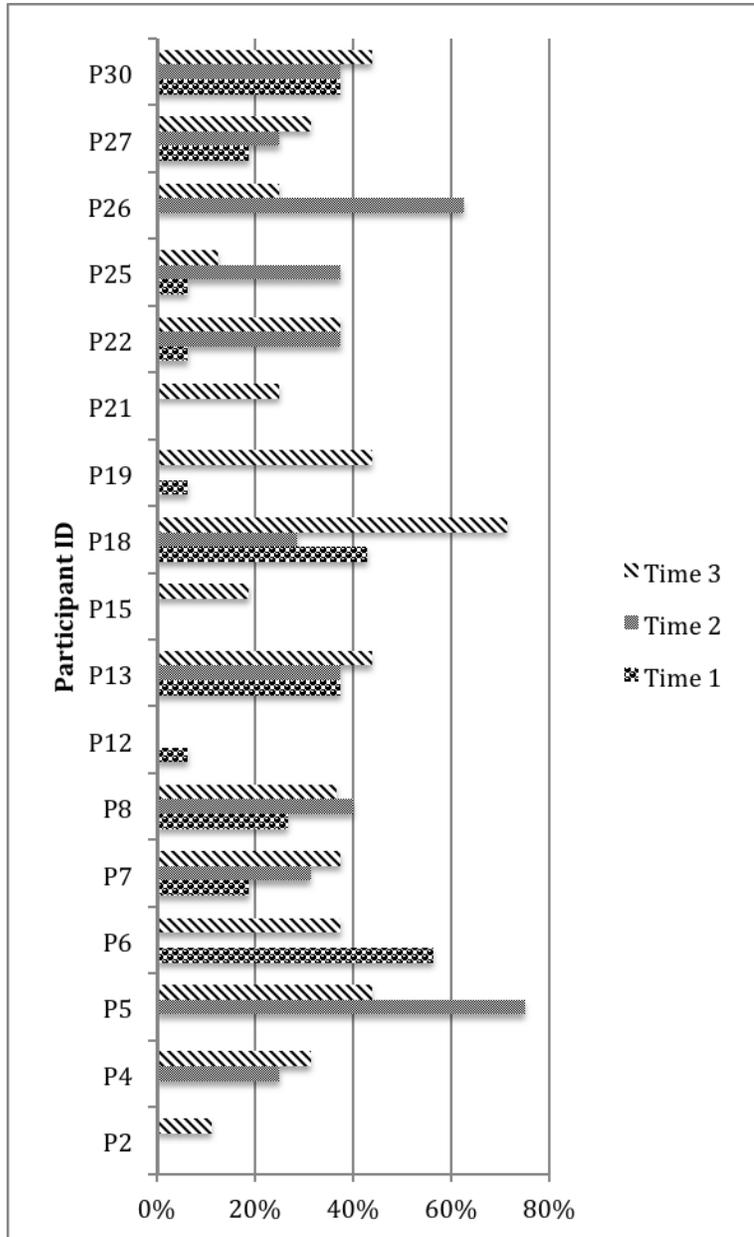


Figure 3. *Vosotros* attempts by each participant (P).

Development over Time

Table 27 shows the mean and standard deviation of the amount of attempted uses of *vosotros* at all points in time. In order to calculate the increased use of *vosotros* over time, a repeated measures ANOVA was used to analyze if there were significant differences in the means at each point in time. There was a problem with the recording of one participant at the middle of the semester, so this participant is not included in the repeated-measures ANOVA analysis.

Table 27

Attempted Uses of Vosotros

	N	Mean	SD	<i>F</i> (1, 23)
Time 1	24	8.63	13.88	5.97*
Time 2	24	18.22	22.68	Time 1 < Time 2
Time 3	24	20.96	20.40	Time 1 < Time 3
Native Speakers	4	67.86	9.22	

* $p > .05$

The mean percentage of *vosotros* attempts was 8.63% at Time 1, 18.22% at Time 2, and 20.96% at Time 3 as shown in Table 28. The repeated measures ANOVA, examining differences in the percentage of *vosotros* attempts at each time, was significant, $F(2)=5.926$, $p = .005$. *Vosotros* attempts increased significantly from Time 1 to Time 2 and from Time 1 to Time 3. The participants did not significantly increase their use of *vosotros* attempts from Time 2 to Time 3, which means that the participants who attempted to use *vosotros* were able to increase their attempts the most from the beginning to the middle of the semester and not much change was seen in *vosotros* attempts from the middle to the end of the semester.

This result is similar to that of [χ] production. Both *vosotros* attempts and [χ] production increased significantly from the beginning to the middle of the semester, and then remained similar from the middle to the end of the semester. The production of [θ],

on the other hand, differs from the other two variables, since the use of [θ] does not increase significantly throughout the semester, but remains about the same.

The one-way ANOVA yielded significant differences between native speakers and participants concerning *vosotros* production. Native speaker produced *vosotros* significantly more than participants at Time 1, $F(1, 27) = 44.56, p < .001$, Time 2, $F(1, 26) = 18.17, p = .006$, and Time 3, $F(1, 27) = 19.72, p = .009$.

The independent variables were correlated with *vosotros* attempts at Time 1, Time 2, and Time 3 and the Spearman-Rho correlation coefficient is shown in Table 28.

Table 28
Correlation Coefficients for Vosotros

	T1	T2	T3
College Year	.15	-.08	-.06
Previous Travel to Spain	.37*	.26	-.01
Previous Spanish Instructor with Castilian Accent	.45*	.40	.13
Hispanic Linguistics Course in Spain	-.22	-.29	-.02
Spanish Proficiency at Time 1	-.31	.02	-.30
Age	.15	-.08	-.07
Years of Formal Spanish studied	.15	.24	.25
Years of Spanish studied at college	.06	-.03	-.16
Living Situation	.09	.09	-.02
Trips within Spain		.06	-.18
Trips outside of Spain		-.03	.18
Attitude	-.08	-.41*	-.37*
Aware 1	.10	-.16	.06
Aware 2	.18	-.20	-.03
Integrative Motivation 1	-.23	.29	.09
Instrumental Motivation 4	.17	.23	.22

(continued)

	T1	T2	T3
<i>Table 28, continued</i>			
Anxiety	.43*	-.20	.12
Importance	-.21	-.31	.04
Amount learned	.00	.13	-.22
Castilian Social network		-.10	-.16
Tried to sound Castilian	.03	.15	-.07
Preferred Castilian	.14	.37*	.29
Spanish contact (L2 Contact)		.06	.06
English Contact (L1 contact)		-.03	-.20

* $p < .05$, ** $p < .01$

Table 28 shows that previous travel to Spain was significantly correlated with *vosotros* use at Time 1. The more participants previously traveled to Spain, the more attempts of *vosotros* were made. Similarly, exposure to the dialect via previous Spanish instructor with a Castilian Spanish accent was significantly correlated with *vosotros* attempts at Time 1. Attitude toward Castilian Spanish was negatively correlated with the use of *vosotros* at Time 2 and Time 3. As attitude became more positive, the use of *vosotros* decreased. Stevens (2001) found that negative attitudes toward the target culture led to improved pronunciation for four study abroad learners in Madrid. He noted that students had more time to develop negative attitudes as well as more time in the target culture, receiving input. Anxiety was significantly correlated with *vosotros* use at Time 1. As anxiety increased, so did the use of *vosotros*. This could be because students were using *vosotros* in order to lower their anxiety and fit in more with Castilian Spanish and its culture. Preference for Castilian Spanish at Time 2 was significantly correlated with the use of *vosotros*. Those who preferred Castilian Spanish used *vosotros* more.

In order to verify if the frequency groups change over time, Table 29 shows the mean percentage of *vosotros* attempts and the standard deviation for each group. The repeated measures ANOVA was significant for the low-frequency *vosotros* group, $F(2, 9)$

= 6.45, $p = .008$. The pairwise comparison was significant for Time 1 to Time 2, $p = .029$, and Time 1 and Time 3, $p = .005$, but not Time 2 and Time 3, $p = .460$. To summarize, for the low-frequency group, *vosotros* attempts increased significantly from the beginning to the middle of the semester and then remained the same from middle to the end of the semester. The repeated-measures ANOVA was not significant for the medium-frequency group $F(2, 5) = 2.05$, $p = .180$. Thus there is no significant change over time for the medium-frequency group. With the addition of more participants, the change from the beginning to the end of the semester may become significant.

Table 29
Vosotros Use by Frequency Group

<i>Vosotros Use</i>	No (N=8)		Low (N=10)		Medium (N=7)	
	Mean	SD	Mean	SD	Mean	SD
Time 1	.00	.00	8.29	9.68	25.77	23.11
Time 2	.00	.00	19.63	17.60	40.18	26.36
Time 3	.00	.00	23.15	12.35	44.13	13.88

Correlations by Frequency Group

Table 30 shows the correlation of various individual factors with the percentage of *vosotros* attempts. In order to run a correlation between attempted *vosotros* uses and frequency group at each point in time, the participants in the no-frequency group were combined with the low-frequency group. This was done because a correlation cannot be run if all participants exhibit 0% or 100% attempts of the variable. The factors that were not significantly correlated with *vosotros* attempts or had a correlation coefficient of .70 or less are not shown in the table. These are awareness of the Castilian dialect, desire to speak Castilian Spanish, Castilian Spanish social network strength, motivation to learn Spanish, and amount of Spanish learned.

Table 30

Correlation Coefficients for Vosotros by Frequency Group

	Time 1		Time 2		Time 3	
	No and Low (N=18)	Medium (N=6)	No and Low (N=18)	Medium (N=6)	No and Low (N=18)	Medium (N=7)
Previous Travel to Spain	.58**	.13	.55*	.00	.24	.11
Previous Spanish Instructor with Castilian Accent	.39	.53	.41	.00	.31	-.17
Hispanic Linguistics Course in Spain	-.26	-.20	-.42*	-.30	-.27	.64
Spanish Proficiency at Time 1	.02	-.65	.01	.78*	.05	-.35
Age	.20	.60	.20	-.69	.09	.37
Years of Formal Spanish	.12	-.06	.29	-.09	.35	-.73*
Year of Spanish studied at college	.32	.82*	.54*	-.80*	.27	.15
Living Situation	.33		.45*	.00	.50*	.11
Trips within Spain			.08	.63	.05	-.82*
Trips outside of Spain			-.28	-.13	-.40	.28
Attitude	-.07	-.07	-.44*	-.21	-.30	-.83**
Anxiety	.03	.88**	-.02	-.87*	-.27	-.62
Importance	.09	-.67	-.16	.14	.33	-.03
Tried to sound Castilian	.19	-.69	.10	.21	-.08	.24
Preferred Castilian Spanish	-.02	.69	.18	.66	.42*	.16
Spanish Contact (L2 Contact)			.19	-.78*	.09	.12
English Contact (L1 contact)			.04	-.06	-.38	-.63

* $p < .05$, ** $p < .01$

Time 1. At Time 1 the only factor positively correlated with *vosotros* attempts for the no and low-frequency group was previous travel to Spain. Several factors were

correlated with *vosotros* attempts for the medium-frequency group. Previous Spanish instructor with a Castilian accent is positively correlated with increased *vosotros* attempts for the medium-frequency group. Spanish proficiency is negatively correlated with increased *vosotros* attempts for the medium-frequency group. This is self-reported proficiency, so either *vosotros* is not difficult to attempt, or the proficiency level does not need to be very high for a student to attempt *vosotros*. Age and years of Spanish studied at college are both positively correlated with increased *vosotros* attempts for the medium-frequency group. Anxiety is positively correlated with increased *vosotros* attempts for the medium-frequency group, with more anxiety leading to more uses of *vosotros*. This could be because students have anxiety about sounding nonnative, and if they produce *vosotros* they will fit in better with Castilian Spanish speakers.

Importance of learning Spanish was negative correlated with *vosotros* attempts for the medium-frequency group. The more these students thought learning Spanish was important the less *vosotros* they attempted. Trying to sound like a Castilian Spanish speaker was also negatively correlated with *vosotros* attempts for the medium-frequency group. This group did not equate using *vosotros* as part of sounding like a Castilian Spanish speaker. Perhaps even though they deliberately tried to sound like Castilian Spanish speakers, since it was the beginning of the semester they were not used to using *vosotros* and thus attempted it less. On the other hand, those that preferred Castilian Spanish over other varieties made more *vosotros* attempts.

Time 2. Similar to Time 1, previous travel to Spain is positively correlated with increased *vosotros* attempts for the no- and low-frequency group. In addition, previous instructor with a Castilian accent is also positively correlated to increased *vosotros* attempts for the low-frequency group, although the relationship is a weak to moderate one. Thus for this group, previous exposure to the Castilian dialect resulted in increased *vosotros* attempts. Taking *Introduction to Hispanic Linguistics* while abroad resulted in fewer attempts of *vosotros* for the low-frequency group. Only 2 out of 7 speakers in the low-frequency group who had taken the linguistics course while abroad said they tried to sound Spanish with one specifically mentioning using *vosotros*. On the other hand, 5 out

of 11 students in the low-frequency group who had not taken the linguistics course mentioned that they tried to sound Spanish.

Spanish proficiency is significantly positively correlated with increased *vosotros* attempts for the medium-frequency group. At Time 1 this correlation was negative. Age is negatively correlated with increased *vosotros* attempts for the medium-frequency group. This is unusual because previous research shows that older learners tend to have faster rates of L2 grammar acquisition than younger learners (Muñoz, 2008). With more participants in this group, the correlation may not be significant. Years of Spanish studied at college was also negatively correlated with *vosotros* attempts for the medium-frequency group. On the other hand, it was positively correlated with the low-frequency group, which could be related to their previous exposure to Castilian Spanish. For the low-frequency group, those living with a host family tended to attempt to produce *vosotros* more. This could be because they received more input from their families than students in the dorm, who spoke mostly English.

For the medium-frequency group, weekend trips taken within Spain were positively correlated with increased *vosotros* attempts. Thus, students could have had more opportunities to use and hear *vosotros* while on these trips. Attitude toward the Castilian dialect was negatively correlated with *vosotros* attempts for the low-frequency group. This negative attitude could have been directed at something besides *vosotros* in the Castilian dialect. The more anxiety toward speaking Spanish, the more *vosotros* was attempted for the medium-frequency group. This could be because the participants wanted to fit in and using *vosotros* would make them sound more like a Castilian Spanish speaker and eventually reduce their anxiety. Preferring Castilian Spanish over other varieties of Spanish is positively correlated with *vosotros* attempts for the medium-frequency group. The amount of contact with the target language was negatively correlated with *vosotros* attempts for the medium-frequency group. Thus, the more time spent in the language, the less *vosotros* was attempted. This could be because the students were spending more time with non-Castilian Spanish speakers and thus not needing to use *vosotros* since *ustedes* is the preferred variety in other Spanish dialects. After examining a questionnaire the participants completed at Time 2 regarding the five people

the participants spoke Spanish with the most, only four out of the seven participants in the medium-frequency group included one or two speakers of Castilian Spanish in their list.

Time 3. At Time 3, two factors were positively correlated with the low- and no-frequency group, while six factors were correlated with the medium-frequency group. Participation in the *Introduction to Hispanic Linguistics* course offered in Toledo, was positively correlated with *vosotros* attempts for the medium-frequency group. While none of these speakers specifically mentioned using *vosotros* in the interview, one out of the three, or 33%, medium-frequency learners in the linguistics course stated that they tried to sound Spanish. Only 2 of the 4, or 50%, medium-frequency learners in the linguistics course stated that they tried to sound Spanish when speaking. The amount, in years, of Spanish studied in the classroom was negatively correlated with *vosotros* use by the medium-frequency group. For the medium-frequency group, this could be because they learned a different variety of Spanish that did not use *vosotros*. In the low-frequency group, living with a host family was positively correlated with *vosotros* attempts. This could be because they had more opportunities to use *vosotros* with their families than those living in the dorm. The more trips taken within Spain the less *vosotros* was produced for the medium-frequency group. While this seems unusual, it could be because more English was spoken on these trips than Spanish. Kinginger (2004) found that a student studying abroad in France rarely traveled outside of France, allowing her to form social networks with native French speakers and thus improve her French skills more than her fellow American students who traveled frequently. Attitude toward Castilian Spanish was negatively correlated with *vosotros* attempts for the medium-frequency group. Anxiety was negatively correlated with *vosotros* attempts for the medium-frequency group. Thus, those with more anxiety could have attempted *vosotros* more as a way to ease that anxiety and fit in better to their surroundings. Preferring Castilian Spanish over other varieties was positively correlated with the no- and low-frequency group. The amount of contact in the L1 was negatively correlated with *vosotros* attempts for both frequency groups, with the correlation being stronger for the medium-frequency

group. Thus less time spent in the L1 resulted in more attempts of *vosotros*, demonstrating that less use of the L1 is important to produce this feature.

Increased Use of *Vosotros*

In order to answer the research question about which social factors result in increased use of the variants, a one-way ANOVA was run to compare those students who increased their *vosotros* attempts with those who did not.

Table 31
Increase in Frequency of Vosotros

Factor	<i>Vosotros</i> Time 1 to Time 2		<i>Vosotros</i> Time 1 to Time 3	
	yes (N=7)	no (N=18)	yes (N=14)	no (N=11)
Time 3 English Contact			118.07 (50.61)	154.27 ¹ (61.23)
Time 2 Desire	4.43 (0.89)	3.69 ² (1.02)		
Time 3 Desire	4.46 (0.80)	3.71 ³ (1.15)		
International Trips			1.64 (1.28)	2.82 ⁴ (1.33)
Trips Total			4.79 (1.37)	6.18 ⁵ (2.09)
Trips with Puerto Ricans	0.00 (0.00)	5.0 ⁶ (0.86)		
Previous Travel to Spain	28.57% (2/7)	22.78% (5/18)	28.57% (4.14)	27.27% (3/11)

1. English contact $F(1, 23) = 2.62, p = .119$
2. Time 2 Desire $F(1, 23) = 2.77, p = .109$
3. Time 3 Desire $F(1, 23) = 2.53, p = .126$
4. Trips not Spain $F(1, 23) = 5.04, p = .035$
5. Trips Total $F(1, 23) = 4.06, p = .056$
6. Trips with Puerto Ricans $F(1, 23) = 2.32, p = .141$

Table 31 demonstrates that more of a desire to speak Castilian Spanish at Time 2 and Time 3, and fewer trips with Puerto Ricans led to increased *vosotros* attempts from Time 1 to Time 2. Since Puerto Rican Spanish does not include *vosotros*, more contact with Puerto Ricans would mean less exposure to *vosotros*. Less contact in English at Time 3 and fewer weekend trips led to increased *vosotros* attempts from Time 1 to Time 3. The majority of the participants spoke in English on the weekend trips, once again resulting in less exposure to *vosotros*. Previous travel to Spain was about the same for both groups, and does not seem to have impacted the increased use of *vosotros*.

While previous travel to Spain seems important for increased production of the phonological variants from Time 1 to Time 2, it is not as important for increased $[\chi]$ production from Time 1 to Time 3. It could be that some previous exposure can help participants increase production of the phonological variants in a short amount of time, but as far as increasing from the beginning to the end of the semester, it does not seem to matter if the students had previously traveled to Spain. The other factors must be more important. Previous travel to Spain did not seem to affect *vosotros* use.

Correlation of the Three Dependent Variables

Appendix H shows the use of the three variants in all of the tasks combined, at each point in time for each participant. A Spearman Rho's correlation coefficient was computed to assess the relationship between each of the dependent variables ($[\theta]$, $[\chi]$, and *vosotros*) at each point in time, based on the overall percentage of uses of each dependent variable across all of the tasks used. The correlations at Time 1 of $[\chi]$ use, $[\theta]$ use, and *vosotros* use are shown in Table 32.

Table 32
Spearman's Rho Correlation Coefficient at Time 1

Variants	Mean	SD	<i>Vosotros</i>	$[\chi]$	$[\theta]$
<i>Vosotros</i>	10.53	16.60	1.0		
$[\chi]$	8.41	14.59	.11	1.0	
$[\theta]$	6.69	12.78	.48**	.58**	1.0

**p < .01

At Time 1, *vosotros* use and [θ] were significantly correlated, $r(25) = .478, p = .008$. Increases in *vosotros* use were correlated with increases in [θ] use. *Vosotros* use and [χ] use were not significantly correlated, $r(25) = .106$. In addition, [θ] use and [χ] were significantly correlated, $r(25) = .577, p = .001$. Increases in [θ] use were correlated with increases in [χ] use.

The correlations at Time 2 of [χ] use, [θ] use, and *vosotros* use are shown in Table 33.

Table 33
Spearman's Rho Correlation Coefficient at Time 2

Variants	Mean	SD	<i>Vosotros</i>	[χ]	[θ]
<i>Vosotros</i>	18.22	22.68	1.0		
[χ]	13.06	19.51	.43*	1.0	
[θ]	6.04	12.74	.10	.40*	1.0

* $p < .05$

At Time 2 *vosotros* use and [χ] were significantly correlated, $r(25) = .433, p = .017$. Increases in *vosotros* use were correlated with increases in [χ] use. *Vosotros* use and [θ] were not significantly correlated, $r(25) = .101$. Similar to Time 1, [χ] use and [θ] use at Time 2 were significantly correlated $r(25) = .401, p = .026$. Increases in [χ] use were correlated with increases in [θ] use.

The correlations at Time 3 of [χ] use, [θ] use, and *vosotros* use are shown in Table 34.

Table 34
Spearman's Rho Correlation Coefficient at Time 3

Variants	Mean	SD	<i>Vosotros</i>	[χ]	[θ]
<i>Vosotros</i>	21.62	20.25	1.0		
[χ]	12.95	18.57	.24	1.0	
[θ]	7.07	14.62	.29	.36*	1.0

* $p < .05$

At Time 3 *vosotros* use and [χ] use were not significantly correlated, $r(25) = .243$, and neither were *vosotros* use and [θ] use, $r(25) = .289$. On the other hand, [χ] use and [θ] use were significantly correlated $r(25) = .358$, $p = .039$. Increases in [χ] use at Time 3 were correlated with increases in [θ] use.

In summary, [χ] and [θ] are positively correlated with each other at a significant level at all three times throughout the semester. The more [θ] was used, the more [χ] was used as well at each point in time. The strength of the relationship is highest at Time 1 ($r = .577$), followed by Time 2 ($r = .401$) and Time 3 ($r = .358$).

Participants with More Castilian Dialectal Features

Four participants—8, 25, 27, and 30—exhibited higher levels of the phonological features and some use of the morphosyntactic feature as well. The results of the Mann-Whitney U test, shown in Table 35, confirm that these four speakers demonstrated significantly higher percentages of [θ] and [χ] than the other participants at all points in time. They produced *vosotros* significantly more than the other participants at Time 1 and Time 2.

As seen in Table 36, they had more previous travel to Spain, as measured in weeks, than the other participants. At Time 2 and Time 3, they had significantly more contact in Spanish than the other participants. At Time 1, they were approaching significance for being more aware of the Castilian Spanish accent. At Time 2, they were approaching significance for having stronger Castilian Spanish social networks.

Ringer-Hilfinger (2012) showed that even participants who were aware of the interdental fricative did not produce the feature. The present study shows that for some participants, initial awareness of Castilian Spanish may aide in the production of this feature and for others it does not. More importantly, contact in Spanish, which for these participants primarily meant contact with Castilian Spanish speakers, was important for producing higher levels of the dialectal features. Isabelli-Garcia (2006) found that one learner improved on a stimulated oral proficiency interview after studying abroad in Argentina despite having mostly English social networks. The other three learners, however, improved due to having more native Spanish speakers in their social networks. This seems to be the case with the current study as well, where having more contact with

native Castilian Spanish speakers leads to more use of the dialectal features. This is in line with Kinginger (2008) who found that learners studying abroad in France with higher quality native speaking social networks improved more on a variety of language assessments than those with lower quality social networks.

Speaker 8 tried to use [θ] from the beginning of the semester. She spoke Spanish frequently with her host mother, including attending religious services with her. In addition she stayed in Toledo, traveling only once to Southern Spain. During the middle and end of the semester she tried to use both [θ] and [χ], despite the fact that she liked how Dominican Spanish sounded. She also had difficulty understanding Puerto Rican Spanish. She was enrolled in Arabic classes, conducted in Spanish and Arabic, at the local university, and that is why she chose to study abroad in Toledo.

Speaker 25 also tried to sound Spanish throughout the semester, and liked how Castilian Spanish sounded, despite the fact that she thought *vosotros* sounded pretentious. She even mentioned midsemester that she overgeneralized [θ], “lispings s's too.” She spent much time with her host family, comparing them to grandparents who desire to speak often with their grandchildren. She was happy to spend time with them, and ate all of her meals with them, and also had two conversation exchange partners. She loved the way Castilian Spanish sounded and preferred this culture over Latin American Spanish-speaking cultures. She traveled only on 2 weekends, staying in Spain, speaking Spanish on one trip and English on the other.

Speaker 27, older than the average participants, tried to sound Spanish when comfortable at the beginning of the semester, and at all times the rest of the semester. He preferred Castilian Spanish over other varieties. He originally learned Castilian Spanish in high school, including the use of [θ], but then studied in Costa Rica, where he did not use [θ], prior to his semester in Toledo. He wanted to use [θ], but it was difficult to become accustomed to using it again. Speaker 27 was surrounded by many Castilian Spanish speakers, including his host family, which included a brother around his age. The reason he came to Spain was to learn Castilian Spanish, as opposed to Latin American Spanish.

Speaker 30 tried to sound Spanish throughout the semester, also enjoying how the dialect sounded. Of these four participants, she was the only one who lived in the dorm. Despite this, she noted that she tried to speak Spanish as much as possible, becoming close friends with a native Castilian Spanish speaker. In addition to wanting to travel in Europe and Africa, she also wanted to learn the "nuances of the Castilian accent" because she had difficulty understanding it in the past when watching the Spanish news.

Speakers 25 and 27 stayed the full year, so it is no surprise that they would adopt dialectal features to a greater extent, being motivated by the fact that they would be staying the entire academic year. Despite this, there were only a few differences between them and the other participants, in terms of individual factors. The first difference was that they took fewer international trips ($M = 0.50$, $SD = 0.70$), than the other participants ($M = 2.30$, $SD = 1.36$). The Mann-Whitney U test showed this difference to be approaching significance, $p = .080$. Thus, by staying in Spain they both heard and spoke more Castilian Spanish. The second difference was that their attitude toward Castilian Spanish was significantly more positive at the beginning of the semester ($M = 5.63$, $SD = 0.18$) than the other participants ($M = 4.53$, $SD = 0.80$). The Mann-Whitney U test showed this difference to be significant, $p = .040$. Finally, both lived with host families, with whom they would interact throughout the weekend when they were not traveling within Spain.

Table 35

Participants Exhibiting All Three Features vs. the Other Participants

Factor	Many Features		Few features	
	Mean	(SD)	Mean	(SD)
[θ], Time 1**	31.18%	(15.43)	2.03%	(4.19)
[θ], Time 2*	23.48%	(2.74)	19.89%	(7.77)
[θ], Time 3*	28.35%	(3.07)	23.54%	(8.33)
[X], Time 1*	28.68%	(3.07)	10.88%	(11.83)
[X], Time 2*	42.23%	(14.03)	7.23%	(14.66)
[X], Time 3*	45.31%	(15.26)	6.79%	(11.39)
<i>Vosotros</i> , Time 1*	22.29%	(13.17)	8.29%	(16.48)
<i>Vosotros</i> , Time 2*	35.00%	(6.77)	14.87%	(23.33)
Previous Travel to Spain* (in weeks)	3.00	(2.16)	0.24	(0.54)
Total contact in L2, Time 2* (in hours)	447.50	(129.73)	320.48	(130.51)
Total contact in L2, Time 3*	472.00	(173.88)	273.29	(167.51)
Castilian Spanish social network strength, Time 2 ^a	4.50	(1.29)	3.00	(1.45)
Awareness, Time 1 ^b (6=most aware, 1=least aware)	4.92	(1.13)	4.13	(0.99)

** $p > .001$ * $p > .05$ ^a $p = .081$ ^b $p = .154$

Participants with No Castilian Dialectal Features

Three participants—16, 17, and 29—did not produce any of the dialectal features at any point in time, as shown in Table 36. The reason for this could be due to the fact that they were not previously exposed to the Castilian Spanish accent, either through a teacher or through travel. It also could be because they were exposed to a different dialect and preferred to stick with the more familiar dialect. They were however, significantly more aware of the Castilian Spanish accent than the other participants. In this case students are not producing the features not because they are unaware of their existence, but because they do not desire to speak Castilian Spanish. This is in line with Hansen

Edwards (2008) who writes regarding social identity and L2 phonology that "[l]earners may also resist using certain variants if they perceive that doing so creates a L2 identity that is not viable" (p. 260).

Participant 16, stated in her interview with the researcher about 1 week into the semester, that [θ] was hard to understand and sounded a bit different. She thought South American Spanish was easier to understand than Castilian Spanish. By midsemester, she had traveled every weekend and only saw her family during the week at night in which she would mostly eat with them in front of the television. She was not trying to sound Spanish and did not like the way the [θ] sounded. She stated that she would not fit in, even if she tried to sound Spanish, so she just focused on pronouncing words the way that she originally learned them, concluding that the Spaniards are not bothered by her lack of Castilian accent. She chose to study in Spain so she could travel in Europe, and confirmed at the end of the semester her dislike for [θ] and her focus on correct pronunciation, in general, over the Castilian Spanish accent.

Participant 17 liked how Castilian Spanish sounded at the beginning of the semester but did not try to speak this way. This student also traveled on the weekends with several Puerto Rican students, speaking some Spanish with them. She specified midsemester that the interdental fricative did not sound natural to her when she tried to use it, stating that she had never heard it prior to the semester in Toledo and she was not sure how often she would use it in the future. In spite of claiming that she tried to conform a little to Castilian Spanish, she did not use this feature at all in any of the tasks. She also stated that she was not putting in an extra effort to sound like a Castilian Spanish speaker, although she respected other students who did. Neither participant 16 nor 17 had a conversation exchange partner.

Participant 29 did not try to sound Spanish, except when her conversation exchange partner would correct her and she would use [θ] to appease her, but would not use it once the conversation ended. Aside from this conversation partner, she also spoke Spanish in bars with locals she met, but she noted that the loud atmosphere made it difficult to converse. Also, she thought the [θ] sound was ugly at the beginning of the semester, but by midsemester Castilian Spanish was growing on her, despite not wanting

to sound Castilian, preferring her own accent toward the end of the semester. She also chose to study in Spain so she could travel in Europe.

Table 36

Participants Exhibiting No Features vs. the Other Participants

Factor	No Features Mean (SD)	Some features Mean (SD)
Previous Exposure to Castilian Spanish	0 students	12 students (out of 21)
Awareness, Time 1* (6=most aware, 1=least aware)	5.44 (0.69)	4.09 (0.97)
Desire, Time 1*	3.08 (0.58)	4.51 (0.81)
Desire, Time 2*	2.42 (0.29)	4.10 (0.92)
Desire, Time 3*	2.58 (0.38)	4.10 (0.92)

* $p > .05$

Survey to Measure Foreign Accent and Dialect

Native Spanish speakers participated in an online survey and listened to a recording of participants reading two sentences. These sentences were chosen because they contained 5 possible tokens of the uvular fricative, 6 possible tokens of the interdental fricative, and possible tokens of distinguishing features of other dialects. The raters were asked to rate the level of foreign accent that they heard on a Likert scale of 1 (*no foreign accent*) to 7 (*strong foreign accent*). They were then asked to identify a dialect, if any, of the speaker and rate that dialect on a Likert scale of 1 to 7, with 1 *sounding a little like that dialect* and 7 *sounding a lot like that dialect*.

The speakers were divided into five groups. The first group consists of the seven participants in Toledo who exhibited at least 10% of either the interdental fricative or the uvular fricative while reading the passage. This group will be referred to as the high-frequency Toledo SA group. The next group consists of the 18 participants in Toledo who produced the interdental fricative or the uvular fricative less than 10% of the time in the two paragraphs read. This group will be referred to as the low-frequency Toledo SA group. The SA Other group consists of 13 students who recently returned from studying

abroad in other countries. One had previously studied abroad in Toledo, the summer prior to the study, and was included due to her high use of the two features. Two students had studied abroad in Argentina, two in Chile, four in Ecuador, and four in Venezuela (Andean part). The group referred to as native speakers consisted of four Castilian Spanish speakers, two Chilean speakers, two Argentine speakers, two Venezuelan (Andean) speakers, and two Ecuadorian speakers. The No SA group is comprised of 9 students taking advanced Spanish courses, who were at a similar proficiency level as the other students, who had never previously studied abroad.

A one-way ANOVA was run to determine if there were significant differences between the groups in terms of the rating of level of foreign accent. Table 37 shows the mean, standard deviation, and results of the one-way ANOVA and Post Hoc Test based on the ratings of the five native Spanish speakers.

Table 37
Foreign Accent by Type of Speaker

	Mean	SD	Games-Howell Post Hoc Test
1. SA Toledo High Frequency (N=78)	4.44	1.61	1 > 4, 1 < 2,
2. SA Toledo Low Frequency (N=206)	5.43	1.36	2 > 1, 2, 3, 4, 5
3. SA Other (N=143)	4.16	1.74	3 > 4, 3 < 2, 5
4. NS (N=126)	1.63	1.42	4 < 1, 2, 3, 5
5. No SA (N=100)	4.98	1.32	5 > 2, 3, 4
Total N: 653			

$F(4) = 108.56, p < .001$

The one-way ANOVA was significant $F(4) = 136.65, p < .001$. The Games-Howell post hoc test showed significant differences between the native speakers and all other groups (i.e., SA groups). As expected, the native speakers received ratings signifying less of a foreign accent than the learners of Spanish.

Within the SA groups, the High-Frequency Toledo group differed significantly from the Low-Frequency Toledo group. Those who used the dialectal features more than

10% of the time (i.e., high-frequency Toledo group) received lower ratings, which meant they exhibited less of a foreign accent than those who rarely used the dialectal features (i.e., low-frequency Toledo group). The High-Frequency Toledo group and the Other SA group did not show significant differences in the ratings they received. Both groups sounded less foreign, according to the raters, than the Low-Frequency Toledo group.

The No SA group differed significantly from the Other SA group. As expected the No SA group sounded more foreign than the Other SA group. The No SA group had significantly less of a foreign accent than the Low-Frequency Toledo group. This is likely because the Low-Frequency Toledo group did not exhibit Castilian dialectal features, which most likely made them sound more foreign to the raters. The students that had only studied Spanish in the classroom, while perhaps not exhibiting dialectal features specific to any one dialect, sounded less foreign than those that had studied abroad for 1 year in the low-frequency group.

On the other hand, the No SA group exhibited more of a foreign accent than the High-Frequency SA group. While this difference was not significant, it was approaching significance ($p = .116$). This means that there is a trend for the participants in the High-Frequency SA group to sound less foreign than the No SA Group.

Dialect Rating

In addition to rating the level of foreign accent, the raters were also asked to rate the extent of the dialect identified, if any, on a scale of 1 (it sounds a little bit like the dialect) to 7 (it sounds a lot like the dialect), and then list why, in terms of intonation and/or specific sounds, they thought of that dialect. Most raters could not identify a dialect of the learners and thus left this part of the survey blank. The raters usually identified a dialect if the sound sample was of a native speaker. For example most of the native speakers from Latin America received dialect ratings between four and seven. The only dialect consistently identified accurately was that of Argentina. The sound samples in the survey that came from native speakers of Castilian Spanish also received dialect ratings between four and seven and the dialect was almost always correctly identified as coming from Spain or North-Central Spain. Table 38 shows the dialect identified by the rater as well as the dialect rating.

Table 38

Dialect Ratings

Group	Participant ID			Ratings Dialect Features noticed
SA Toledo High Frequency	8		1 Spain θ, χ	7 final /s/ very pronounced
	12	2	1 Spain θ	
	25		2 Spain θ, χ	
	27	2	1 Spain θ, χ	
SA Toledo Low Frequency	3	3 intonation		
	18	3 intonation		
No SA	45	7 nonnative Spanish speaking country, intonation, seseo		
	48	1		
SA Other	Argentina 1	2 intonation	2 la /o/	1 Argentina [j]
	Ecuador 1	2 intonation	1 Spain χ	

(continued)

Group	Participant ID			Ratings	Dialect	Features noticed
<i>Table 38, continued</i>						
	Chile 1	4	3	3		
		Mexico intonation	intonation	Mexico intonation		
	Venezuela 1	4	4			
		Uruguay intonation	Venezuela intonation			
	Venezuela 2	4 intonation				
	Venezuela 3	3				
		Puerto Rico				
	Venezuela 4	2	1			
		Central Spain	Andalucia cecea			
	Toledo	2	2			
		Central Spain	Spain θ and χ			
Native Speaker—Latin America	Chile 1	7	6	4	2	4
		Puerto Rico intonation	Chile intonation, /s/-aspiration	intonation	Caribbean aspirated /s/	Toledo, Spain
	Chile 2	6	5	7	2	6
		Puerto Rico intonation, seseo	Canarias intonation, /s/ aspiration	intonation	Caribbean, /s/ aspiration	Columbia, intonation
	Argentina 1	6	6	7	6	7
	Argentina intonation, [j]	Uruguay aspiration, [j]	Argentina	Argentina, intonation, [j]	Chile	
Argentina 2	4	6	7			
	Argentina intonation	Uruguay, aspiration, [j]	Argentina	Argentina intonation	Cáceres, Spain	
Venezuela 1	5	5	6	2	7	
	Venezuela	Chile intonation, aspiration, /x/	Chile	Caribbean /s/ aspiration	Mexico intonation	

(continued)

Group	Participant ID	Ratings Dialect Features noticed				
<i>Table 38, continued</i>						
	Venezuela 2	6 Cuba, intonation, /x/	3 Puerto Rico intonation, aspiration	6 Latin America	5 Caribbean /s/ aspiration	7 Uruguay intonation
	Ecuador 1	Mexico intonation	2 Mexico intonation	5	1 Mexico	6 Mexico
	Ecuador 2	Mexico intonation	1 Puerto Rico intonation	3		Caracas, Venezuela
Native Speaker— Toledo, Spain	1	6 Spain intonation	4 Central Spain	7 Spain, intonation, θ, χ	Valladolid, Spain	
	2	6 Spain, intonation	4 Central Spain	5 Spain θ	7 Madrid, Spain	
	3		6 Central Spain	7 Spain, intonation, θ, χ	5 Santander, Spain	
	4	4 Spain intonation	4 Central Spain	7 Spain, intonation, θ, χ	Cuenca, Spain	

Five of the seven students in the SA Toledo High-Frequency group received dialect ratings, of which one rater identified the dialect as being from Spain based on the presence of the interdental and uvular fricative. Not surprisingly, only four, out of 18 students in the SA Toledo low-frequency group received dialect ratings with a specific dialect not identified. Similarly, in the No SA group only two out of nine students received dialect ratings with a specific dialect not identified. In the Other SA group, eight out of 12 students received dialect ratings. For three of the students the dialect identified

matched that of where they had studied abroad. In general the dialect ratings were fairly low, ranging from one to four.

As expected, the native speakers from Latin America received higher dialect ratings than the learners, ranging between four and seven. The dialect named by the rater sometimes matched the actual dialect of the speaker. Other times, the dialect did not match the actual dialect of the speaker. For example, the native Ecuadorian speakers were identified as having a Mexican dialect. The native speakers from Toledo, Spain received ratings between four and seven and were always identified as being from Spain and more specifically from Central Spain most often due to the presence of the interdental and uvular fricatives.

Chapter 5

Discussion and Conclusions

This final chapter discusses the research questions that propelled this dissertation. This study addressed how learners of Spanish who were studying abroad for one semester developed the variety of Spanish spoken most widely where they were studying. More specifically this study answers the question: How does SA in Toledo, Spain affect the production of distinct Castilian dialectal features: [θ], [χ], and *vosotros*? The findings of each dialectal feature as found at the beginning, middle, and end of the semester will be discussed separately followed by a discussion of all of the features combined. In addition to the development of each feature throughout the semester, this dissertation investigated the factors correlated with each dialectal feature responding to the question: What social and linguistic factors correlate with increased production of dialect specific variants in the Spanish of American students studying in Toledo, Spain? The social and linguistic factors strongly correlated with each feature will be discussed. Next, this chapter describes the importance of this study in the larger field of second language acquisition followed by the pedagogical implications of the study. This chapter ends by outlining the limitations of the current study and suggesting directions for future studies based on these limitations and the findings of the study.

How Does SA in Toledo, Spain Affect the Production of Distinct Castilian Dialectal Features: [θ], [χ], and *Vosotros*?

Study abroad did not affect the use of [θ], as production of this feature did not change significantly throughout the semester. On the contrary, study abroad affected the use of [χ] and *vosotros*. More specifically, both of these features increased significantly from the beginning to the middle of the semester. However, there was no significant increase in production of these features from the middle to the end of the semester. A more detailed summary of each feature follows.

Interdental Fricative

The production of [θ] remained low, between 6% and 7% throughout the semester. In Knouse's (2013) study, the use of [θ] was also infrequent in 15 SA students; however, contrary to the current study, those participants increased their use from 3

realizations of [θ] at the beginning of the time spent abroad to 33 realizations at the end of the 6 weeks abroad. Eight out of nine high school learners of Spanish in Willis et al. (2009) increased their use of [θ] after spending 7 weeks in Spain.

When examining each task, [θ] was produced most in the word list, second most in the reading passage, and least during spontaneous speech. This difference was significant between the word list and reading passage and between the word list and spontaneous speech. In general, the participants produced [θ] most in the most formal task, or the reading list, and least in the most informal task, or spontaneous speech. This trend was also found in Knouse (2013) and Ringer-Hilfinger (2012) where the students produced [θ] more in the reading passage than in spontaneous speech.

Five participants produced [θ] between 25% and 30% of the time throughout the semester, significantly more than the other 20 participants, who produced [θ] around 1% of the time throughout the semester. There was no significant change over time for either group of participants, reflecting the general pattern for all participants of no significant change in [θ] production throughout the semester. The five participants who produced [θ] more than the other 20 participants all started out with higher uses of [θ], 17% or more, similar to two participants in Willis et al. (2009) who increased their use of [θ] slightly over time, but not as much as the five participants who started out with lower uses of [θ].

Four native speakers from Toledo produced [θ] categorically in the word list and reading passage. The same was true in Knouse (2013), where native speakers from Salamanca produced [θ] 99% (622/625) of the time in spontaneous speech. None of the students approached target like norms of production of [θ]. In Geeslin and Gudmestad (2008) only third year Spanish majors and minors that had studied abroad in Spain produced this feature in a monologic role play and these learners did not produce [θ] categorically. Several of the learners who had studied abroad in Spain did not produce this variant, in line with the 20 participants who rarely produced [θ] in the current study.

Nine participants overgeneralized their use of [θ], producing it in contexts where it would not normally occur. Based on the Ontogeny Model for developmental errors, overgeneralization is expected to be uncommon at first, then increase over time, and finally decrease or cease to exist as the sound becomes more fully acquired (Major,

1986). Partially in line with this model, three students decreased the amount of times they overgeneralized [θ] over time and three students increased and then decreased the amount of times they overgeneralized [θ]. Of these six students, only one still exhibited overgeneralization of [θ] at the end of the semester, implying that these students had already developed this feature to the extent that they would not overgeneralize [θ] in their speech. None of these participants, however, produced [θ] categorically. One student increased the amount of times she overgeneralized [θ] and two students decreased and then increased the amount of times they overgeneralized [θ]. Perhaps over time these students will decrease the amount of times they overgeneralized [θ], thus following the predictions of the Ontogeny Model.

Uvular Fricative

The participants produced [χ] around 9% of the time at the beginning of the semester and increased their production of this feature significantly during the middle of the semester, producing it around 13% of the time. This percentage of use remained the same to the end of the semester.

With regards to [χ] production in each task, this feature was produced most in the word list, followed by the reading passage and then spontaneous speech. This follows the same trend found in [θ] production, where the feature is produced the most in formal, or read, speech and the least in informal, or spontaneous, speech. At Time 1 and Time 2, [χ] was produced significantly more in the word list than the reading passage and spontaneous speech. At Time 2, [χ] was produced significantly more in the word list than the reading passage and significantly more in the reading passage than in spontaneous speech. The four native speakers produced [χ] on average 65% of the time in the word list and 77.5% of the time in the reading passage. This percentage is based on the amount of times [χ] was produced divided by the number of possible contexts where [χ] could be produced. Although the native speakers did not produce [χ] categorically, they did produce it significantly more than the participants throughout the semester.

Similar to [θ] production, a small group of students produced [χ] significantly more than the rest of the students. Specifically, eight students produced [χ] 26% at Time 1, 36% at Time 2, and 35% at Time 3, significantly more than the other 17 students who

produced [χ] less than 1% at Time 1, and 2% at Time 2 and Time 3. The change over time in [χ] use was approaching significance from Time 1 to Time 2 and from Time 1 to Time 3, but not from Time 2 to Time 3. The same was true for those students who rarely produced [χ].

Vosotros

The number of *vosotros* attempts increased significantly from 9% at Time 1 to 18% at Time 2. The attempted uses of *vosotros* increase by 3% from Time 2 to Time 3, but this increase was not statistically significant. To summarize, *vosotros* attempts increased significantly from the beginning to the middle of the semester and then remained steady through the end of the semester.

Similar to the phonological features, there was a small group of seven students who produced *vosotros* more than the other students. They produced *vosotros* between 26% and 44% at Time 1, Time 2, or Time 3. Unlike the phonological features there was also a group of 10 students who produced *vosotros* somewhat frequently, between 8% and 23%, with a significant increase from Time 1 (8%) to Time 2 (20%) and Time 1 (8%) to Time 3 (23%). In addition, eight students never attempted to produce *vosotros* at any point in time throughout the semester.

Phonological Features

The foreign accent rating results showed that the participants from Toledo who produced [θ] and [χ] frequently received significantly lower foreign accent ratings than those Toledo participants who rarely produced [θ] and [χ]. In general, the majority of the participants who studied abroad in Spain rarely produced [θ] and [χ] and consequently they received the highest foreign accent rating, meaning that they sounded the most foreign, even more so than the students who had never studied abroad. The lowest rating (or the least foreign accent) after native speakers, who were rated as having nearly no foreign accent, was received by the group of students who had studied abroad in countries other than Spain, although this rating was not significantly different from that of the Toledo study abroad students who produced [θ] and [χ] more frequently.

Regarding the development of phonological features in SLA, Flege's (1995) Speech Learning Model states that L2 sounds that are less similar to the L1 will be easier

to produce than sounds that are similar in the L2 and L1. In addition, Major and Kim's (1999) Similarity Differential Rate Hypothesis states that dissimilar sounds are acquired faster than sounds that are similar in the L1 and L2, but that markedness can slow down this rate. In line with these models, [χ] should be easy to acquire since the sound does not exist as a phoneme in the L1 and [θ] may be more difficult to acquire since it involves producing the same sound that exists in the L1, but in a different context. This could explain why the learners produced [χ] in higher percentages than [θ]. The social factors, which will be discussed later, also play a role in the production of these features.

Another theory related to the development of the dialectal features is one posited by Regan et al. (2009), based on data obtained with students studying abroad in France. This theory states that more stable sociolinguistic features are acquired to a greater extent than less stable sociolinguistic features by L2 learners of French. In the current dissertation, [θ] would be considered the more stable feature since the native speakers used it categorically, while [χ] would be considered the less stable feature because it was not used categorically by native speakers. Overall, the participants produced the more stable feature, [θ], less than they produced the less stable feature, [χ]. This theory proposed by Regan et al. (2009), does not seem to hold up in the present study; however, the reason [θ] was produced less than [χ] could be due to other factors given that the features studied by Regan et al. (2009) most likely carry different sociocultural meaning to the L2 learners of France than the features in the current study.

All Three Dialectal Features

The production of all three dialectal features was correlated using Spearman Rho's correlation coefficient. Throughout the semester the production of one phonological variant was correlated with the production of the other. This indicates that students are using both phonological features, which is not surprising since both are defining features of Castilian Spanish. One of the phonological variants, [θ], was correlated with the production of the morphosyntactic feature at the beginning of the semester. At the beginning of the semester, previous travel to Spain was correlated with [θ] and *vosotros* production, while [χ] was not. These two features, [θ] and *vosotros*, may have been more salient to the speakers than [χ] due to this previous exposure to Castilian Spanish. The

phonological variant, [χ], was correlated with the production of the morphosyntactic feature during the middle of the semester. Thus perhaps more time spent abroad resulted in the participants using both of these features. Contrary to expectation, all three possible combinations of correlations ([θ] and [χ], [χ] and *vosotros*, and [θ] and *vosotros*) never occurred at the beginning, middle or end of the semester. This could mean that the participants considered certain features to be more salient than others.

What Social Factors Correlate with Increased Production of Dialect-specific Variants in the Spanish of American Students Studying in Toledo, Spain?

The only social factor that was correlated with [θ] production at all three points in time was previous exposure to Castilian Spanish. More contact in Spanish and a stronger desire to speak Castilian Spanish were correlated with [θ] production at the beginning and middle of the semester. The social factors correlating with the significantly increased use of [χ] from the beginning to the middle of the semester were less pronunciation anxiety, more motivation to learn Spanish, less contact with English and fewer weekend trips, and those correlated with increased use of [χ] from the beginning to the end of the semester were more dialectal awareness, less pronunciation anxiety, and less contact with English. The social factors correlated with the significantly increased use of *vosotros* from the beginning to the middle of the semester were a stronger desire to speak Castilian Spanish and no weekend trips with Puerto Rican students, and those correlated with increased use of *vosotros* from the beginning to the end of the semester were less contact with English and significantly fewer international weekend trips.

For a complete list of the social and individual factors used in the analysis, see Table 3. Next, a summary of those social factors that correlated with the production of each feature will be presented.

Interdental Fricative

At the beginning of the semester, more previous exposure to Castilian Spanish, more time spent in Spanish, and a stronger desire to sound like a speaker from North-Central Spain were correlated significantly with [θ] use. Of the five participants who used [θ] significantly more than the other 20 students, previous instructor with a Castilian Spanish accent, positive attitude toward Castilian Spanish, and motivation to learn

Spanish were all strongly and positively correlated with [θ] production. According to prior second dialect acquisition research, a positive attitude can lead to development of a second dialect (Siegel, 2010). In a previous study investigating the use of [θ] by students, one of the two students who produced [θ], but had not participated in a study abroad program, had an instructor who spoke Castilian Spanish (Ringer-Hilfinger, 2012). The 20 participants who produced [θ] significantly less than the other 5 students did not have any factors correlated with their production of [θ] at the beginning of the semester.

All five of these participants who used [θ] significantly more than the other participants admitted to the researcher, at the beginning of the semester, that they tried to sound like a Castilian Spanish speaker. More specifically, Participant 8 said she tried to use the lisp and found it annoying when other students did not at least try to have some sort of accent. Participant 12 stated he was more comfortable with Castilian Spanish. Participant 25 liked Castilian Spanish since the accent was representative of Spain and also thought Castilian Spanish sounded the best. Participant 27 tried to sound like a Castilian Spanish speaker only if he was comfortable with what he was saying. He thought Castilian Spanish was easier to understand.

During the middle of the semester, more previous exposure to Castilian Spanish prior to the semester abroad, a stronger desire to sound like a speaker from Toledo when speaking Spanish, stronger Castilian Spanish social networks, more contact in Spanish, and more of an awareness of Castilian Spanish were significantly correlated with [θ] production. Stronger social networks have been linked to L2 improvement in oral proficiency, listening comprehension, and pronunciation in Isabelli-Garcia (2006), Aguilar Stewart (2010), and Lybeck (2002), respectively. Consequently, it is not surprising that stronger Castilian-Spanish social networks were correlated with more use of this dialectal feature. Ringer-Hilfinger (2012) found that her participants were aware of the feature but not yet able to produce it. The one learner who produced [θ] while abroad had a strong desire to sound like a person from Madrid (Ringer-Hilfinger, 2012). Geeslin and Gudmestad (2008) found that most of their participants, intermediate and advanced students of Spanish, were aware of [θ] being a distinguishing feature of Castilian Spanish, but were making the choice not to use this variant. This contradicts the

findings of the current study at Time 2, with awareness of the dialect correlated with more production of the feature. For example, at Time 2, Participant 16 responded to a question about if she tried to sound like a Castilian Spanish speaker by saying "With the 'th' thing? No not at all." She indicated awareness, but also indicated that she chose not to use this feature by explaining that there was "no way I am going to fit in anyway."

Not surprisingly, English contact, or amount of time spent in English, was significantly negatively correlated [θ] production. Of the five participants who used [θ] significantly more than the other 20 students, previous travel to Spain, weekend trips taken within Spain, motivation to learn Spanish, anxiety toward speaking Spanish, and English contact all demonstrated a strong positive correlation with [θ] production. On the other hand, age, and awareness of the Castilian Spanish accent demonstrated a strong negative correlation with [θ] production. Awareness was measured based on statements they responded to in the Statements about Spanish Questionnaire in Appendix F. The interview data suggest that the participants were aware of this feature, so perhaps the questionnaire was not a good measure of dialectal awareness. The older the student, the less [θ] was used. This could be because one of the participants, who was significantly older than the other four participants who used [θ] frequently, likely skewed the data, since he only used [θ] 8% of the time during the middle of the semester which was a lower percentage of use than the other four participants.

The five participants who used [θ] significantly more than the other participants all stated in the interview with the researcher at the middle of the semester that they tried or sometimes tried to sound like Castilian Spanish speakers, with four of them specifically referring to [θ]. Participant 8 said she gets "really annoyed when people don't use...[d]on't even try to use the Spanish accent." Participant 12 mentioned that he doesn't "pick up the accents real well because [he is] still focusing on trying to get the words." This could be why he produced [θ] only 33% of the time. He is able to produce [θ] sometimes, and significantly more than the majority of the participants, but still not at the level of a native speaker. Participant 25 expanded on the fact that she preferred the sounds of Castilian Spanish by mentioning that she "really like[d] the idea of European Spanish versus Latin American" stating that the European culture differed quite a bit

from that of Latin America. Participant 27 stated that he felt "weird saying it with a lisp", regarding the use of [θ] in Castilian Spanish, because he had not spoken that way in several years, since learning that form in his high school Spanish course. Then he studied abroad in Costa Rica prior to the semester abroad in Spain, so he did not use [θ] there. Participant 30 stated that she liked both Castilian and Colombian Spanish because they both use the [θ].

At the end of the semester previous exposure to Castilian Spanish prior to the semester abroad was significantly positively correlated with [θ] production. No other factors were correlated with [θ] production at this time. Of the five participants who used [θ] significantly more than the other 20 students, previous travel to Spain, weekend trips taken within Spain, positive attitude toward Castilian Spanish, desire to sound like a Castilian Spanish speaker, and Castilian Spanish social network strength all demonstrated a strong positive correlation with [θ] production. Taking Introduction to Hispanic Linguistics while in Toledo and age all showed a strong negative correlation with [θ] production. In Knouse (2013) none of the participants taking a similar course in the U.S. with a native Castilian-Spanish speaker produced [θ] and it was never determined why. Perhaps their goals did not align with speaking Castilian Spanish, which occurred with some participants in the current study.

Of the five participants who produced [θ] significantly more than the other participants at the end of the semester, all stated that they tried to sound like Castilian Spanish speakers with three referring specifically to the production of [θ]. Despite the fact that Participant 8 tried to use [θ] in her speech, producing it 21% of the time, she stated that she did not like the Castilian Spanish accent. This could be why she decreased her use by 3% from the middle to the end of the semester. Participant 25 had the highest percentage of [θ] use at the end of the semester, and this could be, in part, because she liked how the Spanish from north central Spain sounded, even better than Andalusian Spanish. Participant 27 mentioned that he too preferred Castilian Spanish over Latin American varieties, despite having a close relationship with a Costa Rican. Participant 30 mentioned that she tried to incorporate regional elements in her speech.

Previous instructor with a Castilian Spanish accent was significantly positively correlated with [θ] use for the 20 participants who produced [θ] significantly less than the other five students. On the contrary, the amount of years spent studying Spanish in a classroom and living situation were negatively correlated with [θ] production for this group of students. A similar finding occurred in Knouse (2013) where advanced learners disfavored the use of [θ] and intermediate and beginning students favored this use. Living situation refers to whether the students live in the student dormitory or with a host family. In this case, those who lived in the dorm produced [θ] less. This may be due to the fact they also had fewer interactions with Castilian Spanish speakers.

Uvular Fricative

At the beginning of the semester, higher Spanish proficiency, a more positive attitude toward Castilian Spanish, a stronger desire to sound like a Castilian Spanish speaker, and less anxiety toward speaking Spanish were significantly positively correlated with the use of [χ]. Although Drummond (2010) investigated the development of a second dialect of English by native Polish speakers, he also found that those participants with a higher proficiency level produced more phonological local variants than those with a lower proficiency level. Of the eight participants who used [χ] significantly more than the other 17 students, more previous travel to Spain and higher Spanish proficiency were positively correlated with the use of [χ] while age and attitude toward Castilian Spanish were negatively correlated with [χ] production. Of the eight participants who use [χ] more than the other participants, seven stated that they try to sound Castilian when they speak Spanish, but none of them specifically referred to [χ]. All but two preferred the sounds of Castilian Spanish over other varieties. What follows is a discussion on why these participants produced [χ] more, based on their interview with the researcher.

Participant 11 preferred the sounds of Castilian Spanish over Mexican Spanish. Her production of [χ] at the beginning of the semester could have been due to the fact that she had an instructor, prior to studying abroad, from Barcelona, and she said that the students in the class tried to mimic her. Participant 25 preferred Castilian Spanish over other varieties and recognized that sounding Castilian, which she tried to do, meant

producing [χ]. This, along with the fact that she had previously traveled to Spain, could have accounted for such a high percentage of [χ] production, 34%, at the beginning of the semester. Participant 26 stated that she sometimes tried to sound Spanish, which could account for her high use of [χ], 23%, at the beginning of the semester. Participant 27 produced [χ] 7 times at the beginning of the semester. This could have been due to his preference for Castilian Spanish, thinking it was easier to understand than other varieties of Spanish. Participant 30's high use of [χ], 36.5%, at the beginning of the semester could have been because she was interested in learning about the nuances of Castilian Spanish and because she explicitly tried to sound like she was from Spain. Participant 31 produced [χ] only twice at the beginning of the semester and this could have been due to his indifference to how he sounded when he spoke. His focus was more on getting his point across.

During the middle of the semester, higher Spanish proficiency, a stronger desire to sound like a Castilian Spanish speaker, and less anxiety toward speaking Spanish were significantly positively correlated with the use of [χ]. Of the eight participants who used [χ] significantly more than the other 17 students, more previous travel to Spain and higher Spanish proficiency were positively correlated with the use of [χ] while age and attitude toward Castilian Spanish were negatively correlated with [χ] production. Of the eight participants who use [χ] more than the other participants, six stated that they try to sound Castilian when they speak Spanish, and two specifically referred to the fact that they used [χ] in their speech. What follows is a discussion on why these participants produced [χ] more, based on their interviews with the researcher.

Participant 8, who continually increased her use of [χ], stated midsemester that she tried to use [χ] in her speech. Despite this, she preferred the sounds of Mexican Spanish over Castilian Spanish. Participant 11, produced [χ] only one time at the middle of the semester, despite the fact that she tried to sound Spanish and preferred Castilian Spanish over other varieties. She mentioned that whether or not she sounded Spanish depended on how well she knew what she was saying. Participant 25, who increased her [χ] production by 10% from the beginning to the middle of the semester, stated that she really tried to produce that sound referring to it as “guttural.” She spoke very highly

about Castilian Spanish and its encompassing culture. Despite the fact that Participant 26 was in more contact with heritage Spanish speakers of Mexican descent and not always trying to sound Spanish, she still preferred this variety and produced [χ] 28% of the time. Participant 27, who increased his [χ] production by 15% from the beginning to the middle of the semester, said that he thought Castilian Spanish sounded better than other varieties. Participant 30 increased her use of [χ] by 24% from the beginning to the middle of the semester, possibly due to increased exposure to this dialect, explicitly attempting to mimic the Castilian Spanish accent, and enjoying the way Castilian Spanish sounded. Participant 31 increased his [χ] production by 31% from the beginning to the middle of the semester, and this could be because he tried to "do the accent stuff right" and because he thought that Spanish from Spain sounded the best.

At the end of the semester, higher Spanish proficiency and a stronger desire to sound like a Castilian Spanish speaker were significantly positively correlated with the use of [χ]. Of the eight participants who used [χ] significantly more than the other 17 students, more previous travel to Spain, higher Spanish proficiency, and more contact in Spanish were positively correlated with the use of [χ], while attitude toward Castilian Spanish and awareness of the Castilian Spanish dialect were negatively correlated with [χ] production. Drummond (2010) also found that more contact with native speakers of the local dialect led to more use of the dialectal features measured. Of the eight participants who use [χ] more than the other participants, five stated that they try to sound Castilian when they speak Spanish, and one specifically referred to the fact that she used [χ] in her speech. What follows is a discussion on why these participants produced [χ] more, based on their interview with the researcher.

While Participant 5 had made a new friend from Toledo and increased her contact in Spanish, her use of [χ] decreased from the middle to the end of the semester. This could be due, in part, to a less positive attitude toward Castilian Spanish as evidenced in the questionnaire and also due to the fact that she told the researcher that she did not try to speak Castilian Spanish but instead tried to improve her overall pronunciation including rolling her *r*'s. Her high use of [χ] at the beginning of the semester could also be due to transfer from Hebrew, a third language she learned after Spanish. By the end of

the semester, she thought that although Castilian Spanish sounded good, Spanish from Toledo was difficult to understand. This could have also contributed to her less positive attitude toward the target dialect. At the end of the semester, despite not liking the Castilian Spanish accent, Participant 8 increased her use of [χ] by 13%. She did, however, decrease her use of [θ] and *vosotros*. Participant 11 increased her [χ] production by 27% from the middle to the end of the semester, despite not focusing much on her accent and just “trying to...speak.” She preferred Castilian Spanish over Mexican Spanish. Participant 27 increased his [χ] production by 5% from the middle to the end of the semester. This could have been due to the fact that he tried to sound like he was from Spain and he liked the way Castilian Spanish sounded. Participant 30 produced [χ] 66% of the time at the end of the semester, more than one of the native speakers who produced [χ] 62% of the time. This high percentage of use could be due to the fact that she tried to incorporate certain regional elements and her contact with more Castilian Spanish speakers.

Despite decreasing her [χ] use by 9% from the middle to the end of the semester, Participant 25 stated that she tried to produce [χ] and that she preferred Castilian Spanish over Andalusian and Puerto Rican Spanish. Despite the fact that Participant 26 preferred Castilian Spanish over Puerto Rican Spanish, she no longer tried to sound like a Castilian Spanish speaker. This could have been because she was spending more time with heritage Spanish speakers of Mexican descent and this could be why she decreased her [χ] production by 15% from the middle to the end of the semester. Participant 31 decreased his [χ] production by 18% from the middle to the end of the semester and this could be because he no longer preferred Castilian Spanish but stated that it was due to the use of [θ]. He also was only trying to sound like a Castilian Spanish speaker “a little bit.”

Next, the social factors affecting the increased use of [χ] from Time 1 to Time 2 will be discussed. Anxiety as measured at Time 1 and Time 2 was significantly higher for those 12 students who did not increase their [χ] use as opposed to those 13 students who did increase their [χ] use. Motivation as measured at Time 1 was significantly higher for those that increased their [χ] use than for those that did not. The amount of contact with English as measured at Time 2 was significantly higher for those that did not increase

their [χ] use than for those that did. Those that did not increase their [χ] use took more weekend trips than those that did increase their [χ] use. These trips included either speaking English or speaking Spanish with Puerto Ricans who do not speak the target dialect. More students who increased their [χ] use had previously traveled to Spain, about 38%, while only 17% of those that did not increase their [χ] use had previously traveled to Spain.

Several social factors affected the increased use of [χ]. Thirteen students increased their use of [χ] from Time 1 to Time 2. These students had significantly less anxiety at Time 1 and Time 2 than the students who did not increase their use of [χ]. They also had more motivation to learn Spanish at Time 1. In addition they had less contact with English at Time 2 and took fewer weekend trips than those students who did not increase their use of [χ]. Finally, 38% of the students who increased their use of [χ] had previously traveled to Spain while only 17% of those students who did not increase their use of [χ] had previously traveled to Spain. Thirteen students increased their use of [χ] from Time 1 to Time 3. These students were significantly more aware of the Castilian Spanish accent at Time 2, had less anxiety toward speaking Spanish at Time 1 and had less contact with English at Time 2.

Vosotros

At the beginning of the semester, more previous exposure to Castilian Spanish, and more anxiety toward speaking Spanish were positively correlated at a significant level to *vosotros* attempts. For those seven students who produced *vosotros* more than the other 18 participants, previous instructor with a Castilian Spanish accent, age, years of Spanish studied at college, anxiety, and preferring Castilian Spanish over other varieties were positively correlated with *vosotros* attempts. Years of Spanish studied at college may be correlated with previous Castilian-speaking Spanish instructor and could account for more *vosotros* attempts.

On the contrary, Spanish proficiency, the importance of learning Spanish, and explicitly trying to sound like a Castilian Spanish speaker were negatively correlated with *vosotros* attempts for those seven students who attempted to use *vosotros* more than the other 18 participants. Only four out of these seven participants stated during the interview

with the researcher that they tried to sound like Castilian Spanish speakers. Regan et al. (2009) posited that advanced learners would have a difficult time changing formulaic expressions they acquired prior to studying abroad. It may be the case that the more advanced learners did not use *vosotros* if they were used to using *ustedes* prior to studying abroad, especially in formulaic expressions.

For those 18 participants who produced *vosotros* significantly less than the other seven participants, previous travel to Spain was positively correlated to *vosotros* attempts. This previous exposure to Castilian Spanish was beneficial to these learners at the beginning of the semester.

During the middle of the semester, preferring Castilian Spanish over other varieties was significantly positively correlated with *vosotros* attempts while positive attitude toward Castilian Spanish was negatively correlated with *vosotros* attempts. Although not investigating dialectal features, Stevens (2001) also found that a negative attitude in students studying abroad for one semester led to improved pronunciation. He posited that this could be because students had more time to foment negative attitudes but also had more contact with native speakers. In the current study, this negative attitude could be due to culture shock, which sometimes can emerge after students have had time to develop feelings of disgust or indignation toward the target dialect (Mumford, 1998). These negative feelings could be manifested in the attitude toward the target culture and dialect, yet the students still hear *vosotros* in their input and this increased amount of input could result in increased use of *vosotros*. In addition, Isabelli-Garcia (2006) found that one student improved her Spanish oral proficiency after spending a semester in Argentina despite her negative attitude toward the target culture. Although her study did not investigate dialectal features, it shows that sometimes attitude does not always equate with improved L2 proficiency.

For those seven students who produced *vosotros* more than the other 18 participants, greater Spanish proficiency, more weekend trips taken within Spain and preferring Castilian Spanish over other varieties were positively correlated with *vosotros* attempts. Geeslin et al. (2010) also found higher proficiency level to be a predictor of use for a dialectal morphosyntactic feature at the end of a 7-week study abroad program in

Spain. On the other hand, age, years of Spanish studied at college, anxiety, and Spanish contact were negatively correlated with *vosotros* attempts. The fact that more contact with Spanish led to less use of *vosotros* could be because this contact involved contact with non-Castilian Spanish speakers or because this contact was underreported by the participants.

For those 18 participants who produced *vosotros* significantly less than the other seven participants, previous travel to Spain, years of Spanish studied at college, and living situation were positively correlated with *vosotros* attempts. Those living with a host family were more likely to attempt to use *vosotros* than those living in the dorm. A similar finding occurred with a phonetic dialectal feature in Knouse (2013), with students in the dorm using the feature slightly less than students living with a host family. Taking Introduction to Hispanic Linguistics in Toledo and attitude toward Castilian Spanish were negatively correlated with *vosotros* attempts. Once again, a negative attitude toward the host culture has been shown to sometimes be correlated with increased L2 proficiency and/or pronunciation (Isabelli-Garcia, 2006; Stevens, 2001).

At the end of the semester, positive attitude toward Castilian Spanish was negatively correlated with *vosotros* attempts at Time 3 as well. This could be an effect of culture shock, where negative feelings toward the target culture could manifest themselves in attitude toward the target language and culture (Mumford, 1998). This negative attitude correlated with more use of *vosotros* potentially due to the increased contact with the target culture. Students were likely exposed to *vosotros*, at the very least in their courses, for an entire semester as all students had at least two professors who used this variant in their native dialect.

For those seven students who produced *vosotros* more than the other 18 participants, taking Introduction to Hispanic Linguistics in Toledo was positively correlated with *vosotros* attempts, while years of Spanish studied formally, trips taken within Spain, attitude toward Castilian Spanish, anxiety toward speaking Spanish, and English contact were negatively correlated with *vosotros* attempts. In the course, Introduction to Hispanic Linguistics, students were tested on the differences between Peninsular and Latin American Spanish, one of which involving the use of *vosotros* in

Spain and *ustedes* in Latin America. Although no study has investigated the effect of instruction on the use of dialectal variants, Lord (2010) found that students who had received explicit pronunciation instruction prior to studying abroad in Mexico for 8 weeks, produced significantly more native-like occurrences of the occlusive stops and fricatives than those students who did receive prior pronunciation instruction. Thus, there may be a role for explicit instruction. In the current study, this instruction occurred near the beginning of the semester, allowing students time to increase their use of *vosotros* throughout the semester. Consequently, there may be a role for explicit instruction for those participants who wish to employ dialectal variants.

For those 18 participants who produced *vosotros* significantly less than the other seven participants, living situation and those that preferred Castilian Spanish over other varieties were positively correlated with *vosotros* attempts. Once again, those that lived with host families were more likely to attempt *vosotros*. Increased exposure to *vosotros*, as most likely occurred with the host family, resulted in more use of the feature. Participant 13, who used *vosotros* 44% of the time at the end of the semester, stated that his host mother would correct his Spanish. It is unclear if this involved the using *vosotros* instead of *ustedes*.

Next, the social factors affecting the increased use of *vosotros* attempts from Time 1 to Time 2 will be discussed. The desire to sound like a Castilian Spanish speaker as measured at Time 2 and Time 3 was significantly higher for those who increased their *vosotros* attempts. Those who did not increase their *vosotros* attempts took significantly more weekend trips with Puerto Ricans, who do not typically employ *vosotros*. In other words, those who did not increase their use of *vosotros* were in less contact with the target dialect, which is in line with Salgado-Robles (2011) who investigated the development of *leísmo* in 40 university learners of Spanish studying abroad in Spain for 5 months. In addition, more participants that increased their use of *vosotros* had previously traveled to Spain than those who did not increase their use of *vosotros*.

The social factors affecting the increased use of *vosotros* attempts will now be discussed. Seven students increased their use of *vosotros* from Time 1 to Time 2. These students had more of a desire to speak Castilian Spanish as measured at Time 2 and Time

3 than those that did not increase their number of *vosotros* attempts from Time 1 to Time 2. They also had taken no trips with Puerto Rican students, while those that did not increase their *vosotros* attempts took an average of five weekend trips with Puerto Rican students. Once again, this interaction with the Puerto Rican students would involve less contact in the target dialect. In Salgado-Robles (2011), more contact with the local dialect led to more acquisition of a morphosyntactic dialectal feature.

Fourteen students increased their use of *vosotros* from Time 1 to Time 3. These students had significantly less contact with English at Time 3 than the students that did not increase their number of *vosotros* attempts from Time 1 to Time 3. The students who increased their *vosotros* attempts from Time 1 to Time 3 embarked on significantly fewer international weekend trips as well as fewer weekend trips in general than those students who did not increase their number of *vosotros* attempts. Less contact with English implies more contact with Spanish, which in previous studies has been shown to lead to increased use of dialectal morphosyntactical variants (Salgado-Robles, 2011).

What Linguistic Factors Correlate with Production of Dialect-specific Variants in the Spanish of American Students Studying in Toledo, Spain?

The general trends found were that participants produced [θ] more in low-frequency words than high-frequency words. They produced [θ] more with the grapheme 'z' than 'c'. They also produced [θ] more when it occurred word medially rather than word initially. Similar to [θ], [χ] was produced more in low-frequency words than high-frequency words throughout the semester, although this use increased in both low and high-frequency words throughout the semester. [χ] was produced more word initially than word medially throughout the semester, although this use increased in both word initial and word medial placement throughout the semester. What follows is a summary of the linguistic factors and their effect on the production of [θ] and [χ].

Interdental Fricative

While native speakers produced [θ] categorically in both low and high frequency words in the word list and reading passage, the study abroad learners produced [θ] significantly less in both low and high frequency words during the same tasks. They produced [θ] in low frequency words between 9% and 10% of the time throughout the

semester and produced [θ] in high frequency words between 4% and 6% of the time throughout the semester. In spontaneous speech at the beginning of the semester the participants produced [θ] more in high frequency words. Throughout the semester this percentage decreased and participants increased [θ] production in low-frequency words throughout the semester.

In terms of the grapheme used, the participants produced [θ] in the word list and reading passage with the grapheme 'z' significantly more than 'ci' or 'ce' at all points in time. This is in line with Knouse (2013) where the participants, after studying abroad in Salamanca, Spain for 6 months, favored the use of [θ] in correspondence with the grapheme 'z' over the grapheme 'c'. The native speakers in the current study did not favor a certain grapheme as they produced [θ] in every possible grapheme context 100% of the time.

In terms of placement, whether [θ] was produced word initially or word medially, the participants favored word medial placement as did the students in Knouse (2013) who only produced [θ] word medially, and Willis et al. (2009) who produced [θ] word medially 10% more than word initially. Native speakers in the current study favored neither placement, as they produced [θ] in 100% of the contexts regardless of placement.

Uvular Fricative

Although native speakers produced [χ] significantly more than participants in both low and high frequency words in the word list and reading passage, their use of [χ] was not categorical. However, it was above 72% for both low and high frequency words. The participants produced [χ] in low frequency words between 10% and 16% of the time, increasing their use of [χ] throughout the semester, but never approaching target like norms. Similarly, the participants produced [χ] in high frequency words between 7% and 12% of the time also increasing their use of [χ] throughout the semester and never approaching target like norms. In spontaneous speech while the participants produced [χ] more in low frequency words at Time 1, they produced [χ] more in high frequency words at Time 2 and Time 3.

In terms of placement, whether [χ] was produced word initially or word medially, the participants favored word initial placement in the word list and reading passage.

While the participants increased their production of [χ] in both word initial and word medial placement, they did not approach native like norms. The native speakers produced [χ] slightly less, 74% (89 out of 120 possible contexts) in word medial position than in word initial position, 76% (61 out of 80 possible contexts).

Conclusions

Overall, significant improvement was found from the beginning to the middle of the semester in the use of the morphosyntactic feature *vosotros* and in the use of [χ]. No significant change was found from the middle to the end of the semester. In addition, there was no significant change in [θ] production throughout the semester. Five learners produced all three features more than the other 20 students and this was due in part to stronger Castilian Spanish social networks and less time spent in the L1, especially during weekend trips.

Significance of this Study

This study adds to the growing field of the acquisition of second language variation. As stated in Geeslin (2011) "variation is a key part of knowledge a learner must acquire to be a competent user of that language" (p. 461). Lafford and Collentine (2006) state that sociolinguistic variables are understudied in study abroad research, and Barron (2003) confirms that little is known about sociolinguistic competence during study abroad. While most of the past study abroad research focuses on the acquisition of French sociolinguistic features by native English speakers, there is a limited amount of research conducted recently on the acquisition of Spanish sociolinguistic features by native speakers of English (Geeslin, 2011). The current study adds to this field because it is the first longitudinal study to investigate both the development of three defining dialectal features of Castilian Spanish and a variety of social, linguistic, and stylistic factors that contribute to the development of these features by university level learners of Spanish studying in North-Central Spain for one semester. This study was also the first to investigate in detail the social factors that account for the (non-)use of [θ] over the course of the semester as called for by Geeslin (2011).

With regards to the acquisition of a second dialect during a semester abroad, this study shows that a desire to acquire the dialect is important. Even the small group of

participants who used the dialectal features significantly more than the majority of the participants did not develop these features to the extent that native speakers use them. This study shows that studying abroad alone is not sufficient for participants to completely develop a second dialect. Perhaps more time abroad is needed, or intervention by way of noticing or explicit continued instruction. Geeslin and Gudmestad (2008) found that a proficiency level above the intermediate level and input from native speakers of Castilian Spanish resulted in [θ] production for learners of Spanish upon returning from studying abroad.

Dialect acquisition occurs when repeated short-term accommodations become permanent and can also be aided by positive attitudes toward the target dialect (Trudgill, 1992). The participants in Ringer-Hilfinger's (2012) study exhibited positive attitudes toward the target dialect but still produced [θ] infrequently or not at all. Thus if the learners, especially the ones who were more frequent users of the dialectal features, were to continue to speak with native speakers of the target dialect, whether abroad or upon returning home, they might eventually acquire the features to the same extent as native speakers. The learners who did not use the dialectal features or did not use them very frequently may be emphasizing their original accents to maintain a positive identity of how they originally spoke (Gallois et al., 2005). They may also wish to maintain their original accent, because of the limited amount of native Castilian Spanish speakers living in the U.S., 635,253, compared to 46,389,938 Latin Americans according to the 2010 US Census Bureau. Maintaining the original accent is in opposition to Tuten (2008) who stated that traditionally speakers would tend to accommodate to their interlocutor using the most salient features of their interlocutor's dialect in order to gain more acceptance and identify with their interlocutor. The speakers in the current study almost all mentioned, at one point in their interview with the researcher, their awareness of [θ] in Castilian Spanish.

Fasold and Preston's (2007) sociolinguistic model for SLA posits three causes for Interlanguage variation, which are sociocultural factors, linguistic context, and time. Based on a combination of these causes, the learner will choose a specific form. In this study the participants' noncategorical use of the features is affected by all three causes.

Regarding sociocultural factors, more time spent in Spanish with target speakers of the dialect and less time spent in English, as well as previous experience with the target dialect, lead to more, although not categorical, use of the features. On the other hand, "the learner may adopt voices that are not particularly frequent in the input but that are socially important to the learner" (Tarone, 2002, p. 292). This took place throughout the semester when several participants chose not to use the dialectal features, or produced them infrequently, regardless of the fact that locals produced them frequently. Learners chose to maintain their features because it was an important part of their identity. For example, Participant 17, who did not use any of the dialectal features during the semester abroad, stated midsemester that she did not know if she would "use it in the future", so she did not "want to lose the way [she had] been taught to pronounce [it]"

In terms of linguistic context, the participants favored the use of [θ] in specific graphemic contexts over others similar to Knouse (2013), Ringer-Hilfinger (2012), and Willis et al. (2009). In the current study, the participants favored the use of [χ] in word initial position over word medial position. With *vosotros* they tended to favor its use in questions as opposed to commands. Thus, linguistic context plays a role in the development of these features with certain linguistic contexts facilitating the use of the dialectal features.

In terms of time, most of the participants were exposed to Castilian Spanish after initial exposure to another variety of Spanish. Participant 16 commented on this, stating, "[I]et's just learn how to pronounce it the way that I learned it first." This participant exhibited no use of the features and was implying that she did not originally use Castilian Spanish, thus Castilian Spanish was a form she most likely never learned or used, although she did indicate that she was aware of the interdental fricative. According to Fasold and Preston's (2006) sociolinguistic model for SLA variation, forms learned earlier are more internalized and therefore most automatic, while forms learned later are not as automatic, requiring more attention and control. The earlier learned forms are referred to as the vernacular, or first learned form, and the later learned forms are referred to as the postvernacular, or second learned form (Preston, 2002). Lafford (2006) concluded that advanced SA learners could pay more attention to form, especially in

formulaic expressions learned prior to SA, than beginning SA learners who would pay more attention to meaning. Perhaps advanced learners have more difficulty changing features of their original dialect, because those features were already internalized and automatic. In Knouse (2013), advanced learners did not favor the use of [θ]. In the current dissertation, all of the participants were advanced learners in the sense that they had completed intermediate Spanish prior to studying abroad. A few of them were able to change their dialect by increasing their use of one or more dialectal features throughout the semester. Overall, the participants were at different stages on the continuum of the vernacular and postvernacular forms due to individual differences in the combinations of sociocultural factors, linguistic factors, and time affecting each student.

With regards to second language acquisition and task formality, this study affirms that students produce the dialectal features the most in formal read speech (i.e., the word list) and least in spontaneous speech (i.e., the conversation). This trend is found in other studies as well (Knouse, 2013; Ringer-Hilfinger, 2012). Thus, it may take more time for students to acquire these features more fully in spontaneous speech. In terms of frequency of the words containing the two phonological features, the participants produced them in spontaneous speech in lexically frequent words more often at the beginning of the semester than at the end of the semester, supporting the idea that input by means of highly frequent words played a role in the development of these features. "Frequency can enhance salience, but it cannot guarantee attention" (Larsen-Freeman, 2002, p. 281). Perhaps the learners were paying more attention to dialectal differences at the beginning of the semester than at the end. It is important to note that individual choices can be more important than lexical frequency (Freeman-Larson, 2002). Learners may use forms that are important to them for individual and social reasons, but that are not frequent in the input (Tarone, 2002).

Pedagogical Implications

Since previous exposure to Castilian Spanish was an important factor correlated to the use of the dialectal features, it may be important to expose learners to the salient features of the dialect prior to studying abroad. Some students wanted to sound like Castilian Spanish speakers, yet did not approach target like norms of the phonological

features. Consequently, it may be important to explicitly teach students when to use the features and have them practice this production throughout the semester. Some students received explicit instruction through their Hispanic Linguistics course taken while abroad, but these students were also the ones that did not want to produce these features. Thus the students not taking the course may have benefitted more from taking the course. It may be important to teach students the contexts when [θ] should be used, since they produced [θ] in the word list and reading passage with the grapheme 'z' significantly more than 'ci' or 'ce' at all points in time. No students had any instruction in Hispanic Linguistics prior to studying abroad. Instruction prior to studying abroad could result in learners automatizing the forms once they are abroad, which is what Lord (2010) posited with a group of learners who had received explicit instruction on stops and fricatives prior to studying abroad. Although all of the learners improved, those learners who received the explicit instruction prior to studying abroad were significantly more accurate in the production of those sounds than students receiving no explicit instruction.

Students may need to be explicitly taught how to form *vosotros* and when to use it. More students who increased their use of *vosotros* in the current study received explicit instruction as part of their Introduction to Hispanic Linguistics course. It is not clear if students were taught this form prior to studying abroad.

Learners need pragmatic competence in the way of sociolinguistic, pragmatic, and interactive skills in order to successfully communicate beyond the classroom (Schick & Nelson, 2001). These skills are not always the goal of the student and are not always gained as a result of a semester abroad. Therefore, some kind of intervention for those students who wish to develop the local dialect of where they study abroad may be needed, whether it would involve activities during the semester abroad or instruction prior to going abroad, to help learners become aware of these skills. Reflection on these skills while abroad or during an internship may also be helpful. In the current study those students who did not wish to develop the local dialect for the most part did not develop it. This could prove beneficial for these students who returned to the U.S., where Castilian Spanish is a minority variety. Many of the participants stated that they did not wish to adopt Castilian Spanish because they would return to the U.S. and use their Spanish with

Latin American Spanish speakers. They thought that they would have no purpose for Castilian Spanish in the U.S. The current study shows that students can study abroad and yet maintain their original L2 accent, which aligns more with their professional goals.

Limitations and Future Studies

This dissertation has several limitations, many of which could be eliminated in future studies. One limitation is that proficiency was self-reported at the beginning of the semester. In the future a more objective measure of proficiency level is needed. This way oral proficiency might be linked to production of the dialectal features.

Another limitation is that during the conversation task, the participants did not all speak to the same native speaker. Due to time limitations and the availability of the native speakers, six different native speakers were used throughout the semester. Each native speaker exhibited the three features under study, but the comfort level the participants exhibited with each native speaker may have differed and could have affected how the participants spoke, although it is doubtful it affected their use of dialectal features. This is the first study to use conversations with speakers of the target dialect to measure dialectal feature production as one previous study examining [θ] used a sentence completion task (Willis et al., 2009) and the other used a reading passage and a conversation with a nonnative speaker (Ringer-Hilfinger, 2012). A future study could ensure that the students' comfort level did not affect their (non-)use of the dialectal features.

An additional limitation is that students were not tested on how well they could perceive Castilian Spanish. Several students at the beginning of the semester could not understand the native speaker when asked "¿Cuál es tu ciudad favorita?" (What is your favorite city?), pronouncing orthographic 'c' in *ciudad* with [θ]. A future study could test the relationship between perception and production of the dialectal features.

A further limitation is that the task designed to elicit *vosotros* did not involve communicating directly with native speakers, but instead involved responding out loud to a prompt written in English. In the future a task involving role-playing with a native speaker or recording spontaneous conversations as they occur in public places may produce different results.

In the future, a similar study could examine if students maintain the features once they return from studying abroad. Students may be able to stay in contact, via Skype, with speakers of the target dialect and maintain the features to some extent as evidenced in Geeslin and Gudmestad (2008).

Future research could also examine if more time abroad results in further acquisition of the dialectal features. More time abroad will lead to more contact with the target dialect and might also lead to increased proficiency level. Also, if students know they are staying the entire year as opposed to just one semester, they may be more likely to try and fit in, accommodating to local speakers, and therefore adopting the target features. Only two participants in the study planned on staying the entire year. They both were more frequent users of the phonological features and somewhat frequent users of *vosotros* (although not among the top six participants who used *vosotros* the most).

Many students studying abroad were native Spanish speakers with one or more parents or grandparents of Mexican origin. Future research could examine if these heritage speakers produce Castilian Spanish dialectal features as a result of studying abroad. This research could include investigating how their identity changes throughout the semester.

To date, no study abroad research has examined the acquisition of the lexical variable features. Many students used expressions and vocabulary specific to Castilian Spanish, but the current study did not investigate these features specifically. In the future, research could confirm if students are more likely to use these words as opposed to phonetic and/or morphosyntactic dialectal features.

Final Summary

This dissertation investigated the development of second language variation based on geographic location. Specifically it examined how 25 university students developed the local Spanish dialect where they were studying abroad for one 13-week semester. This study showed that the students, who were all native-speakers of English, significantly increased their use of one phonological feature, [χ], and one morphosyntactic feature, *vosotros*, from the beginning to the middle of the semester. From the middle to the end of the semester the use of these features did not change

significantly. On the contrary, the use of the other phonological feature, [θ], did not change significantly over time. The production of this feature by the participants, on average, was very low, especially compared to the categorical use by four native speakers of Castilian Spanish.

This dissertation investigated stylistic, linguistic, and social reasons that accounted for the (non-)use of these features. Regarding the phonological features, speech style played an important role. The dialectal features were used more frequently in formal speech, elicited by the word list and reading passage, than by informal speech, elicited by a conversation with a native speaker. This effect of speech style is common in SLA research. Graphemic context and placement (word-initial or word-medial) were the linguistic contexts that affected the production of the phonological features, [θ] and [χ] respectively. *Vosotros* was used significantly more in interrogative words than in commands. Based on questionnaires as well as an interview with the researcher, this dissertation investigated social reasons correlated with the (non-)production of these features. More contact with Spanish, less contact with English, and a desire to speak Castilian Spanish were among the social factors correlated with more production of the dialectal features.

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Appendix A

Interview (or Conversation) with North Central Spain Speaker

Hola, ¿Cómo te llamas? ¿Cómo estás?

Pregunta 1 o 2 preguntas

¿Qué carrera haces en la universidad? ¿Cuál es tu especialización?
¿Qué clase te gusta más? ¿Te gusta la Universidad?
¿Te gusta España o Toledo? ¿Por qué?
¿Trabajas?
¿Dónde trabajas? ¿Cuántas horas trabajas? ¿Trabajas solo/a o trabajas con otras personas?

Pregunta 2 or 3 preguntas

Háblame sobre tu ciudad favorita. ¿Dónde está? ¿Qué te gusta hacer en esta ciudad?
Háblame un poco de tu trabajo: ¿Qué haces?
Trabajas y estudias: ¿Qué más haces?
Háblame un poco de tus actividades diarias este verano.
¿Qué haces por la mañana, por la tarde, por la noche?
¿Qué haces los fines de semana?
Háblame de tu familia. ¿Cómo es? ¿Dónde vive? ¿A qué se dedican tus padres?
¿Dónde vives? ¿Vives solo/a?
Describeme tu compañero de cuarto. ¿Cómo es?
Describeme tu familia o tus profesores aquí en Toledo.
¿Qué es lo bueno y lo malo de vivir solo, vivir con tus padres y vivir con tu compañero?
¿Qué piensas hacer cuando termines los estudios?
¿Qué vas a hacer este fin de semana?

Pregunta 1 o 2 preguntas

¿Qué hiciste ayer? (¿estudiaste? ¿y después?)
¿Has viajado al extranjero? Cuéntame algo de tu viaje. ¿Adónde fuiste? ¿Qué hiciste?
¿Has viajado por Europa u otros países? Cuéntame algo de un viaje. ¿Adónde fuiste?
¿Qué hiciste?
¿Qué hiciste el verano pasado? Cuéntame algo de tu verano pasado. ¿Viajaste?
¿Qué hiciste el fin de semana pasado?
¿Si pudieras ir a cualquier ciudad, adónde viajarías?

Pregunta (1 o 2 preguntas)

Son las 3 de la tarde ... ¿Qué vas a hacer esta tarde?
¿Tienes clase hoy? ¿Tienes que estudiar? ¿Qué vas a comer para la cena esta noche?
¿Vas a viajar? ¿Adónde vas a ir?

Table A-1

Words Containing /θ/ in Spontaneous Speech

Speaker	Time 1	Time 2	Time 3
2			ciudad
4			gracias
5	gracias		vez
6			greca quizás gracias
8	Grace (proper noun)	vez gracias pobrecito	internacionales gracias
12		edificio diez	veces educación gracias anuncios
15	dice ciudad		
18	ciudad gracias		
25		parece fácil Francisco difícil gracias	Francia francés
26	gracias		
29	hacer acento		
30		instrucciones atención lecciones cerveza	

Table A-2

Words Containing [χ] in Spontaneous Speech

Speaker	Time 1	Time 2	Time 3
5		generalmente	gente (x2) ventajas desventajas
6	viaje		
8	mágica	gé viajé	
12		jueves	
15			dijeron
25	tecnologia	viaje viajes	
27			viaje (x2)
30		hija recojad jamón viajaré	Lenguaje viajaré generalmente semejantes trabajo
31		trabajo trabaja	

Appendix B
Reading Passage

Please read the following passage out loud.

Madrid a través de los cinco sentidos: la vista, el oído, el gusto, el olfato y el tacto

La VISTA: Es posible fijar la vista en una gran variedad de sitios en Madrid. Además de plazas viejas y museos famosos se puede ver la naturaleza desde algunos parques como el famoso Parque del Buen Retiro, conocido como ‘El Retiro’, que tiene muchos jardines junto con un estanque, o lago artificial. Otra opción de una vista más moderna es el estadio Santiago Bernabéu, el estadio donde juega el equipo de fútbol, Real Madrid, donde ha jugado Ronaldo, el famoso jugador de Brasil.

El OÍDO: La Gran Vía, la calle más famosa de Madrid y conocida como la calle que nunca duerme contribuye al ritmo y ruido de la ciudad. Otro ruido fuerte viene del botellón, la famosa y conocida costumbre de los jóvenes de beber en público, especialmente durante junio, julio y agosto. Los jóvenes no se han quejado de las jaquecas, o sea dolores de cabeza gigantescos que los extranjeros a veces mencionan.

El GUSTO: Conocida por la pureza de sus aguas, a Madrid no le quedan más que unas cuantas fuentes que la gente ha escogido renovar porque han sido reconocidas como joyas de la ciudad por su edad tan vieja y un sabor puro de agua. La comida madrileña consiste en el cocido madrileño, un tipo de sopa con garbanzos y verduras como repollo, zanahoria, nabo, apio y patatas. También se encuentra mucho la tortilla española, la sopa de ajo y postres como torrijas, parecidas a la tostada francesa. Famosa por su carne de cerdo, es común comer un pedazo de chorizo o jamoncito, queso y pan durante las horas de tomar tapas que empiezan acerca de las ocho.

El OLFATO: Elegido como enclave real por la pureza de sus aguas y su aire fresco y seco procedente de la sierra, en la actualidad son pocos los madrileños que diferencian los olores probablemente afectados por las innumerables alergias de origen más que conocido: la contaminación. Otros olores incluyen el olor del famoso jamón serrano.

El TACTO: Ir de compras es un pasatiempo de mucha gente, incluso los madrileños. Una manera de sentir el tacto es dentro de las tiendas de ropa como Zara, una marca española. Sólo hay descuentos, o rebajas, dos veces al año.

Así que es posible fijarse en todos los sentidos durante una visita a Madrid. Aunque no todos los sentidos incluyen aspectos positivos, Madrid es la joya de España porque es la capital y la ciudad más grande del país.

Table B-1

Words Containing [θ] in the Reading Passage

Speaker	Time 1	Time 2	Time 3
6	acerca concida (x 2) reconocidas	NA	conocida contaminación reconocidas
8	artificial chorizo parecidas contaminación	artificial cabeza chorizo contaminación empiezan pedazo pureza	chorizo naturaleza
11		chorizo francesa pedazo	
12		acerca cerdo concida (x2) conocido (x2) contaminación empiezan especialmente parecidas pedazo pureza	artificial cerdo ciudad (x2) cocido conocida conocido contaminación naturaleza opción parecidas pedazo pureza (x2) zara
15	acerca	francesa	
18	concida ciudad		
19		mencionan	
23		zara	zara
25	cabeza conocida (x2) conocido (x2) contaminación diferencian empiezan francesa garbanzos naturaleza	artificial cabeza chorizo conocida (x3) conocido contaminación diferencian empiezan garbanzos	artificial cabeza cerdo chorizo cocido conocida (x3) conocido (x2) contaminación diferencian

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table B-1, cont.</i>			
	parecidas pedazo plazas pureza (x2) reconocidas veces (x2) zanahoria zara	mencionan naturaleza opción parecidas pedazo plazas pureza (x2) reconocidas veces (x2) zanahoria zara	empiezan garbanzos jamoncito naturaleza opción parecidas pedazo plazas pureza (x2) reconocidas veces zanahoria zara
26	plazas		
27			plazas pureza (x2)
30	cinco contaminación diferencian mencionan opción plazas zara	cinco diferencian	contaminación diferencian plazas zara

Table B-2

Words Containing [χ] in Reading Passage

Speaker	Time 1	Time 2	Time 3
3	vieja	fijar jamón	joyas juega
5	gente (x2) gigantescos fijarse jardines joyas junto juega jugado quejado rebajas torrijas vieja	ajo alergias escogido fijar fijarse gente (x2) gigantescos jamón juega joyas joya jóvenes (x2) quejado rebajas torrijas viejas	extranjeros gente (x2) jamón jóvenes (x2) joya joyas juega jugado julio junio rebajas torrijas vieja viejas
8	fijar joyas jóvenes jugado jugador vieja	elegido gente fijar fijarse jamoncito jóvenes (x2) joya quejado vieja viejas	ajo fijar fijarse gente jamón jamoncito jóvenes (x2) joya quejado joyas quejado torrijas vieja viejas
11			viejas
15			ajo elegido
19			ajo
25	ajo gigantescos fijarse jóvenes (x2) joya juega jugador	ajo elegido fijar jamón jamoncito jardines jóvenes	ajo extranjeros fijar jamón jóvenes joya juega

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table B-2, cont.</i>			
	julio junio quejado rebajas	joya joyas juega jugado julio junio rebajas vieja viejas	julio rebajas viejas
26	ajo jamón jamoncito joyas quejado	ajo jamón joya joyas juega jugado junio quejado	ajo quejado torrijas
27	jovenes juega quejado	jovenes juega	elegido jamoncito joya joyas jovenes torrijas quejado
30	ajo fijar fijarse jamón jardines joya julio junio	ajo fijar jamón jamoncito jardines jovenes (x2) joya juega julio junio junto quejado torrijas	ajo elegido fijar fijarse gente gigantescos jamón jamoncito jaquecas jardines jovenes (x2) juega joya joyas julio junio quejado rebajas torrijas vieja viejas

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table B-2, cont.</i>			
31	escogido	fijarse jamon joya julio junio rebajas	
Native Speaker 1	alergias ajo escogido extranjeros fijarse gente (X2) jamon jamoncito jaquecas jardines jovenes (x2) joya joyas juego jugado julio junio junto origen quejado torrijas vieja		
Native Speaker 2	escogido extranjeros fijarse gente (x2) gigantescos jamon jaquecas jovenes (x2) joya joyas juega jugado jugador julio junio quejado rebajas vieja viejas		

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table B-2, cont.</i>			
Native Speaker 3	ajo alergias elegido escogido extranjeros fijar fijarse gente (x2) gigantesco jamoncito jardines jovenes joya joyas julio junio junto origen quejado rebajas torrijas vieja viejas		
Native Speaker 4	alergias ajo escogido extranjeros gente (x2) fijarse gigantescos jamon jamoncito jaquecas jardines julio junio jovenes (x2) joya joyas juega origen quejado rebajas torrijas vieja		

Appendix C

Word List

Note: The list will be randomized and presented on a computer screen one word at a time.

Please read each word individually.

1. plazas
2. naturaleza
3. especialmente
4. artificial
5. opción
6. conocida
7. ciudad
8. pureza
9. veces
10. cocido
11. zanahoria
12. parecido
13. cerdo
14. pedazo
15. chorizo
16. empiezan
17. acerca
18. recibir
19. precedente
20. diferencian
21. contaminación
22. zara

1. viejas
2. jardines
3. junto
4. juegan
5. jugado
6. jugador
7. junio
8. julio
9. jóvenes
10. jaquecas
11. quejado
12. joyas
13. vieja
14. ajo
15. torrijas

16. jamoncito
17. jamón
18. rebajas
19. fijarse
20. joya

—distractors

1. vista
2. variedad
3. estanque
4. otra
5. beber
6. contribuye
7. agosto
8. tortilla
9. estadio
10. tostada
11. innumerables
12. sopa
13. posible
14. grande
15. todos
16. olores
17. afectados
18. probablemente
19. postres
20. capital

Table C-1

Words Containing [θ] in the Word List

Speaker	Time 1	Time 2	Time 3
2	conocida		plazas
5			plazas
6	veces		
8	artificial chorizo contaminación empiezan especialmente naturaleza pedazo plazas pureza veces	artificial chorizo contaminación cocido conocida empiezan especialmente naturaleza parecido pedazo pureza	artificial chorizo contaminación especialmente diferencian naturaleza pedazo plazas procedente pureza veces
11	plazas	cocido naturaleza pedazo pureza veces	
12	acerca artificial ciudad cocido conocida contaminación especialmente naturaleza opción pedazo plazas procedente pureza recibir veces	acerca artificial cerdo chorizo ciudad cocido conocida contaminacion diferencian empiezan especialmente jamoncito naturaleza opción parecido pedazo plazas pureza recibir veces zanahoria zara	acerca artificial cerdo chorizo ciudad cocido contaminacion diferencian empiezan especialmente jamoncito naturaleza opcion parecido pedazo plazas pureza recibir veces

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table C-1, cont.</i>			
19		chorizo empiezan	chorizo diferencian pedazo
23		zanahoria zara	zanahoria zara
25	artificial cerdo chorizo ciudad cocido conocida contaminacion diferencian empiezan especialmente naturaleza opción parecido pedazo plazas pureza recibir veces zanahoria zara	artificial cerdo chorizo cocido conocida contaminacion diferencian empiezan especialmente jamoncito naturaleza opción parecido pedazo plazas procedente pureza recibir veces zanahoria zara	acerca artificial cerdo chorizo cocido conocida contaminacion diferencian empiezan jamoncito naturaleza opción parecido pedazo plazas procedente pureza recibir zanahoria zara
26	cocido contaminación plazas		
27	artificial chorizo conocido contaminacion diferencian empiezan naturaleza parecido pedazo plazas pureza recibir veces zara	artificial chorizo diferencian naturaleza plazas	chorizo contaminación plazas pureza

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table C-1, cont.</i>			
30	acerca artificial cerdo conocido contaminación diferencian especialmente opción parecido plazas procedente pureza recibir zara	diferencian opción zara	artificial ciudad conocida diferencian empiezan especialmente jamoncito opción pedazo plazas procedente pureza zara

Table C-2

Words Containing [χ] in Word List

Speaker	Time 1	Time 2	Time 3
1	juegan		
2		jardines joya juegan jugado jugador julio junio	fijarse junio
5	ajo fijarse jamon jamonsito jovenes joya joyas juegan julio junio junto quejado torrijas viejas	ajo fijarse jamon jamonsito jovenes joyas juegan jugador julio junio quejado torrijas viejas	
8	ajo fijarse jamon jamonsito jovenes joyas juegan junio quejado rebajas viejas	ajo fijarse jamon jamonsito jardines jovenes joyas julio junto quejado vieja	ajo fijarse jamon jamonsito jovenes joya juegan quejado rebajas torrijas vieja
11	joya joyas juegan jugado jugador junio junto		fijarse jamon jamonsito jardines jovenes joya joyas juegan jugado jugador

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table C-2, cont.</i>			
			julio junio junto quejado rebajas
12		juegan	junio
13			joya juegan junio
15		rebajas	ajo jamon joyas juegan junto vieja
18		jamonsito joyas	
19			jaquecas jovenes joya juegan jugador quejado
21		juegan	
22			jardines juegan
25	ajo jamon joyas juegan julio junio quejado rebajas	ajo jamon jamonsito jovenes joya joyas juegan jugado julio junio junto quejado rebajas viejas	ajo jamon jardines joya joyas juegan rebajas vieja viejas

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table C-2, cont.</i>			
26	ajo jamon jamonsito jovenes joya joyas junio quejado	ajo jamon jovenes joyas juegan junio quejado	ajo jamon joya joyas junto
27	fijarse jovenes joya juegan	ajo jamon jamonsito jardines joya joyas junio quejado rebajas torrijas vieja viejas	ajo jamon jamonsito jardines joya joyas juegan junto quejado torrijas vieja viejas
30	ajo jamon jamonsito jovenes joya joyas juegan jugado torrijas vieja viejas	fijarse jamon jamonsito jaquecas jardines jovenes joya juegan jugado jugador junto quejado rebajas vieja viejas	ajo fijarse jamon jamonsito jaquecas jardines jovenes joya joyas juegan jugado junio junto quejado rebajas torrijas vieja viejas
31	rebajas	ajo fijarse jamon jovenes joya juegan jugado julio junto	ajo jamon jaquecas joya joyas juegan julio junio

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table C-2, cont.</i>			
Native Speaker 1	ajo fijarse jamoncito jaquecas jardines jovenes joya joyas juegan jugado jugador julio junio junto quejado rebajas torrijas vieja viejas		
Native Speaker 2	fijarse jovenes joya joyas juegan jugado junio junto rebajas vieja		
Native Speaker 3	ajo fijarse jamon jaquecas juegan jugado julio rebajas torrijas viejas		
Native Speaker 4	ajo fijarse jaquecas jamon jamoncito jóvenes		

(continued)

Speaker	Time 1	Time 2	Time 3
<i>Table C-2, cont.</i>			
	joya		
	juegan		
	jugador		
	junio		
	junto		
	quejado		
	rebajas		
	torrijas		
	vieja		
	viejas		

Appendix D

Vosotros Task

Directions: *Please read the following situations and then respond in Spanish as you would in real life.*

Situation 1: You are volunteering at a community center in Madrid, Spain. You are helping with the after school program where you must lead elementary school-aged children in various activities.

1. When you walk into the community center the kids are all running around and you need them to sit down in a circle on the carpet so that you can start the days' activities. What would you say to the children in order to get them to stop running, be quiet, and sit down in a circle?
2. Now that the kids are quiet and sitting down in a circle you need to explain the directions of the first activity. In order to start they need to open their books and take out their pens. What would you say?
3. One of the students, Manolo, asks you if he can go to the bathroom. How would you respond to him?
 - 3a. One of the students asks you where Manolo went. What would you say to him?
4. You need to tell one of the students to pick up her pencils that are scattered around her area because it is time to move on to the next activity. What would you tell this student?
5. You need to get the attention of all of the students in order to start the next activity. What would you say to them?
6. One of the students asks a question about how the activity works. She wants to know what she will need. What do you tell her?
7. Two of the students start arguing during the activity. You need to tell them to stop fighting and continue working on the activity. What do you say to them?
8. Some of the parents arrive to pick up their children. How would you greet them?
9. One of the mothers asks you what you think of her student, who happens to be an excellent participant in all of the activities and who always listens to you. What would you tell her?
10. You invite the parents to join in on the last activity of the day. What would you say to invite them to join in?
11. The students are being really loud and you are having trouble getting their attention. What do you say to them in order to get them to quiet down a bit?

12. You need to tell all of the kids to get their things together and get ready to leave since their parents are either here already or will be soon. What would you tell them?
13. What do you say as the kids and their parents are leaving?

Situation 2: You are eating lunch in Toledo with some new Spanish friends you made while staying in a hostel in Madrid. They are all from Northern Spain and are traveling around a bit while on vacation and once they found out you were studying in Toledo they decided to visit you on their way to southern Spain.

1. Your new friends ask you what your plans are for the long weekend after your classes let out on Thursday. What would you say to them?
2. You ask your new Spanish friends what they are going to do after eating lunch. What would you say to them?
3. You ask your friends what they are drinking, in order to help you decide. What do you say to them?
4. The waiter comes over and asks what you would like to drink. What do you say to him?
5. You ask your friends if they are going to order a lot of food, or just a little, as in appetizers? What do you say to them?
6. The waiter comes over and asks what you would like to eat. What do you say to him?
7. You ask them what their plans for the week are. What would you say to them?
8. You see some teachers, originally from Madrid, from your school walk in and they also see you. What would you say to them?
9. Two of your friends went out with you the night before, but you had to go home before they did. You ask them what they did the rest of the night and how late they got back to their hotel. What would you say?
10. Your friends ask you how your morning classes went. What would you say to them?
11. One of your friends from school comes up to you and greets you in Spanish. You then introduce you friend to your new Spanish friends and explain how you met them at the hostel in Madrid the previous weekend. What would you say to them?

You are ready to leave, because your class starts soon. What do you say to your friends?

Table D-1

Uses of Vosotros by Each Participant Over Time^a

Time 1	Time 2	Time 3
Participant 2		
2.8: Profes, ¿cómo están?	2.8: Hola, buenos días.	2.8: Hola Vosotros , ¿cómo estáith?
Participant 4		
1.1: Atención, atención, a los niños, por favor necesito sentarse en un circulo en el piso.	1.1: No más corriendo. Silencio por favor. Os sentáis en un circulo.	1.1: No corre. Necesito silencio y siéntate en un circulo por favor.
1.2: Por favor, necesito, necesito abrir los libros y sacas sus bolígrafos.	1.2: Abráis sus libros por favor y saquáis sus bolis.	1.2: Necesitáis abrir sus libros y necesitáis sus bolis.
1.7: Chicos, necesitan escuchar a mi y um necesitan trabajar en la tarea.	1.7: Chico, chicos, no más luchar.	1.7: Necesitáis ser simpáticos y es importante para trabar en la actividad y nada más.
1.12: Chicos, es necesario para ponen sus cosas en sus mochilas porque sus padres estarán aquí muy pronto.	1.12: Chicos, es la hora para salir y necesitáis , um no sé.	1.12: Chicos es la hora para limpiar las mesas y las cosas en el suelo y es la hora para salir cuando sus padres tus padres llegan.
2.2: Amigas, ¿van a ir después comer almuerzo?	2.2: ¿Qué son sus planes para después de almuerzo?	2.2: Después de comer, ¿qué vais a hacer?
2.3: ¿Qué beben?	2.3: ¿Qué bebes?	2.3: ¿Qué bebáis ?
2.5: ¿Quieres tapas o no?	2.5: ¿Quieres solamente tapas o comida más grande?	2.5: ¿ Vais a comer mucha comida o solamente tapas?
2.7: ¿Qué hacen durante la semana?	2.7: ¿Qué sois sus planes para la semana?	2.7: ¿Qué son tus planes para la semana?
Participant 5		
1.1: Chicos chicos, por favor siéntense, vamos a empezar, no pueden hablar ahora y necesitan sentarse en un círculo por favor.	1.1: Chicos, chicos. Vamos a empezar. Por favor no corráis . Por favor cerráis las bocas y tenéis que sentaros en un circulo.	1.1: Chicos chicos ahora vamos a empezar. Todos tienen que estar sentados en un circulo por el suelo y por favor en silencio.
1.2: Por favor necesitan abrir sus libros y necesitan un bolígrafo también.	1.2: Por favor abreis los libros y todo el mundo necesita un bolígrafo.	1.2: Vale chicos ahora hay que abrir los libros y todo el mundo necesita un bolígrafo.

(continued)

Time 1	Time 2	Time 3
<i>Table D-1, continued</i>		
1.5: Niños, niños, niños, vamos a empezar otra actividad.	1.5: Chicos, chicos escuchad por favor.	1.5: Chicos chicos en silencio por favor, escuchad .
1.7: Chicos, chicos por favor no luchan. Tienen que trabajar en la actividad.	1.7: Chicos, chicos por favor no luchéis o no peleéis . Tienes que trabajar en la	1.7: Chicos chicos no luchen durante esa actividad. Tienen que parar de pelear y continuar de trabajar en esta actividad.
1.11: Chicos, chicos, chicos, por favor. Necesito su atención.	1.11: Chicos, escuchad .	1.11: Chicos chicos escuchad , ahora nadie debe estar hablando.
1.12: Chicos ahora sus padres están aquí y o saldrán. No. Lo siento. Chicos chicos ahora sus padres están aquí o van a venir muy pronto y necesitan poner tus cosas en tus mochillas porque van a salir muy pronto.	1.12: Chicos, ahora vamos a terminar y tenéis que poner todas las cosas en vuestras mochillas porque vuestras padres ya están aquí o van a llegar muy pronto.	1.12: Chicos ahora todos tienen que hacer las mochilas porque los padres ya están aquí y si no están, van a llegar muy pronto.
2.2: ¿Qué van a hacer después de almorzar?	2.2: ¿Qué vais a hacer después de almorzar?	2.2: ¿Y vosotros qué vais a hacer después del almorzar?
2.3: ¿Qué están bebiendo? No sé lo que debo pedir.	2.3: ¿Qué tomáis ? No sé lo que debo tomar.	2.3: ¿Qué estáis bebiendo? ¿Qué pensáis que debo beber?
2.5: ¿Van a pedir mucha comida o poquita de comida o tapas?	2.5: ¿ Vais a pedir mucha comida o sólo queréis tapas?	2.5: ¿ Tenéis hambre? ¿ Vais a pedir mucha comida o sólo queréis tapas?
2.7: ¿Qué van a hacer esa semana?	2.7: ¿Qué vais a hacer esta semana?	2.7: ¿Y qué vais a estar esta semana en el sur de España?
2.9: Ah ¿qué hicieron anoche? Necesité salir. ¿A qué hora llegaron a sus hotel?	2.9: ¿Qué hicisteis anoche? Yo tenía que salir pronto y quiero saber todo de la noche. ¿Os pasasteis bien y cuándo regresáis al hotel?	2.9: Anoche es que tenía mucho sueño y quería regresar al hotel y vosotros ¿qué hicisteis anoche? y ¿qué pasó? y ¿dónde fuisteis ? y a ¿qué ahora regresasteis a hotel?
2.12: Ahora necesito salir porque tengo clase en dos minutos, pero hasta luego.	2.12: Vale amigos ahora tengo que irme porque tengo clases muy pronto. Quiero ver vosotros otra vez muy pronto.	2.12: Vale lo siento pero es que ahora tengo que asistir a clase pero hasta luego.

(continued)

Time 1	Time 2	Time 3
<i>Table D-1, continued</i>		
Participant 6		
1.2: Ahora necesitan, necesitéis sus libros y su bolígrafos.		1.2: Vale, Entonces para comenzar necesitamos necesitáis sus bolis y sus libros. Por favor abrir sus libros y tom, coge sus bolis, cogéis sus bolis.
2.1: ¿Qué hacáis este fin de semana después de sus clases?		2.1: Tengo planes para ir al Paris este fin de semana. ¿Qué son sus planes?
2.2: ¿Qué quieres hacer después de almuerzo? ¿Tiene tenéis planes o no?	NA	2.2: ¿Tienes planes para después de nuestro almuerzo o después de nuestro comida? Ok I'm going to start over. ¿ Tenéis planes después de la comida? Si quieres podemos pasear por las calles y podemos encontrar algo para comprar.
2.3: ¿Qué tomáis ?		2.3: ¿Qué tomas? No quiero que. No sé que quiero beber.
2.5: Estás ¿ Estáis comiendo una plata o simplemente tapas?		2.5: ¿Que queréis tapas o una ración? No tengo mucho hambre por eso me gustaría comer solamente tapas pero ¿qué estáis haciendo?
2.6: Hola. ¿Cómo estas? Qué coincidente! ¿Qué estas haciendo aquí? ¿Qué estáis haciendo aquí?		2.6: Hola que tal? Buenos días. Que extraño que les veré les vería aquí
2.7: Pues este fin de semana estamos viajando a Madrid por viernes y entonces tomando un autobus a Valencia. A proxima semana tenemos clase pero entonces estamos viajando a Granada. Entonces tenemos muchos viajes y planes para el próximo semana.		2.7: ¿Qué son sus planes para la semana que viene? ¿ Estáis viajando o quedáis en Madrid para estudiar?
2.8: Hola. ¿Cómo estas? Qué coincidente! ¿Qué estas haciendo aquí? ¿Qué estáis haciendo aquí?		2.8: Hola, ¿qué tal? Buenos días. Que extraño que les veré les vería aquí.

(continued)

Time 1	Time 2	Time 3
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Table D-1, continued

2.9: ¿Qué tiempo **regresáis** anoche? ¿Cómo fue el resto de su noche?

2.12: Adios, tengo clase ahora. Tengo clase ahora pero solamente para un hora y quince minutos por eso hay un bare enfrente de la fundación y tu puedes, **su podáis** tener tapas y una bebida para dos horas y puedo conocerles después de mi clase allí.

2.9: ¿Qué hiciste, que **hicisteis** para el resto de la noche. Cuando **regresais** a su hotel. **Salisteis salistais** para toda la noche o **volvisteis** temprano?

2.12: Pues nada, necesito asistir mi próximo clase pero ojala que **hais** tenido un buen tiempo aqui y quieres regresar otra vez si quieres quedar en Enebro puedo reunirse con uds con vuestros despues de mi clase o podemos salir por la noche en Madrid este fin de semana. ¿Qué quieres?

Participant 7

1.1: Siéntense y cállate.

1.1: Hola niños, **necesitáis** sentarse y estar silencio y sentarse en un circulo.

1.1: Hola niños, **necesitáis** siéntense en un circulo y es necesario estar en silencio.

1.2: Abran sus libros y sacan saquen tus sus bolígrafos.

1.2: Abren sus libros y sacar sus bolígrafos.

1.2: **Necesitáis** abrir sus libros y sacar sus bolígrafos.

2.2: ¿Qué **estáis** haciendo después del almuerzo?

2.2: ¿Qué **vais** a hacer después de almuerzo?

2.2: ¿Qué **vais** a hacer después del almuerzo?

2.3: ¿Qué **estáis** bebiendo?

2.3: ¿Qué **estáis** bebiendo?

2.3: ¿Qué **estáis** bebiendo?

2.5: ¿Estáis pidiendo mucha comida o solamente tapas?

2.5: ¿**Vais** a pedir a mucha comida o sólo las tapas?

2.5: ¿Qué **vais** a pedir, sólo las tapas o una un plato grande?

2.7: ¿Qué son sus planes para la semana?

2.7: ¿Qué son **vos** planes para la semana?

2.7: ¿Qué son **os** planes para la semana próxima?

2.9: ¿A qué hora **regresáis** regresaron a hostel anoche y qué hicieron el resto de la noche?

2.9: ¿Qué hicieron el resto de la noche y a qué hora regresaron a su hotel?

2.9: ¿Qué hicieron después de yo salí del a qué hora regresan a su hotel?

Participant 8

1.1: Chicos chicos, ven acá y callense. Y sientante por favor.

1.1: Oiga, hijos **parais** y **sentais** en un circulo por favor por piso.

1.1: Hola venga niños sientate y callate, en un circulo por favor.

1.2: Vale chicos si se puede, abrir sus libros y toma sus bolígrafos.

1.2: Por favor abres sus libros y **preparáis** sus bolígrafos.

1.2: Por favor abre sus libros y quita un boli.

(continued)

Time 1	Time 2	Time 3
<i>Table D-1, continued</i>		
1.11: Por favor, oiga, callense.	1.11: Por favor calmete, silencio.	1.11: Por favor silencio. Teneis que escucha
1.12: Por favor niños, colectan sus cosas y prepárense para sus padres están aquí o van a llegar tan pronto.	1.12: Por favor os preparáis sus tus os cosas porque su padres van a ser aquí muy pronto.	1.12: Bueno chicos coges (maybe trying for cogeis) tus cosas y preparáise (pre-pa-rai-se) porque tus padres van a llegar pronto.
2.2: ¿Qué vas a hacer después de la comida?	2.2: ¿Qué vas a hacer después de la comida?	2.2: ¿Qué vais a hacer después de la comida?
2.3: ¿Qué estáis bebiendo? ¿Puedo comprobarlo o probarlo?	2.3: ¿Qué estáis bebiendo?	2.3: ¿Que bebes? ¿Qué sugieres?
2.5: ¿ Tenáis mucha hambre o solo un o menos hambre?	2.5: ¿ Tenéis mucho hambre o solo quiere un poquito para comer, queréis un poquito para comer... tapas o?	2.5: skipped
2.7: ¿Qué vais hacer esta semana?	2.7: ¿Qué vais a hacer este semana? ¿Tienes planes?	2.7: ¿Qué vais a hacer este semana?
2.9: ¿Cómo se va el resto de su noche? Cómo llegáis a tu hotel?	2.9: ¿Qué tal el resto de noche? ¿A qué hora regresaste al hotel?	2.9: ¿Qué tal el resto de la noche? ¿A qué hora llegaste al hotel?
Participant 12		
2.9: ¿Que hicais anoche? ¿Y a que ahora volveréis a su hotal?	2.9: ¿Qué hiciste anoche después de volver, yo volví a mi habitación?	2.9: A dónde van?
Participant 13		
1.7: Para. Continue trabajar.	1.7: ¿Que hicieremos, que hicierais hacer?	1.7: Necesitáis pararlo ahora. Quítalo. No debes pelear. ¿Necesito sentarme adentro de los dos?
1.10: Debáis hacer esta actividad con nosotros.	1.10: ¿Los padres quieren hacer la actividad con nosotros?	1.10: ¿Padres querais hacer la actividad con nosotros?
2.2: ¿Qué vais a hacer después de la comida?	2.2: ¿Qué vais a hacer después de la comida?	2.2: Pues necesito ir a la escuela de idiomas para ayudar con algunas clases.
2.3: ¿Qué estáis bebiendo?	2.3: ¿Qué estáis bebiendo?	2.3: ¿Qué bebáis ?
<i>(continued)</i>		

Time 1	Time 2	Time 3
<i>Table D-1, continued</i>		
2.5: ¿ Vais a comer mucho o sólo un pequeño?	2.5: ¿ Vais a obtener mucha comida o sólo tapas?	2.5: ¿Qué comarais , las tapas o una comida?
2.7: ¿Que hicieremos, que hicierais hacer?	2.7: ¿Qué vais a hacer este semana?	2.7: ¿Qué son vuestros planes para esta semana?
2.8: Hola profesores. ¿Qué tal?	2.8: Hola profesores. ¿Qué tal?	2.8: Hola profesores. ¿Qué tal vosotros hoy?
2.9: ¿Qué hicais anoche? ¿Y cómo andais a tu hotel a os hotel?	2.9: ¿Cómo pasastais el resto de la noche? ¿A qué hora llegáis ?	2.9: ¿Cómo fue la noche pasado. ¿A qué hora entráis en el hostel?
Participant 15		
2.2: ¿En donde van después del almuerzo?	2.2: ¿Qué van a hacer después del almuerzo?	2.2: ¿Qué vais a hacer después del almuerzo?
2.3: Qué estás tomando? Porque yo quiero lo mismo	2.3: ¿De qué estás tomando, bebiendo? ¿Qué estás bebiendo porque quizás yo quiero	2.3: Que estáis bebiendo? Yo quiero. Quizás yo quiero pedir lo mismo.
2.9: ¿Qué hicieron después de yo salí en la casa anoche? Y a qué hora regresaron al hotel?	2.9: ¿Qué hiciste después de yo salí del bar y ¿cómo saliste, cómo llegaste a su cama en el hotel?	2.9: Como acabáis su noche ayer? A que hora llegáis a su hostel?
Participant 18		
2.2: ¿Qué estáis haciendo después almuerzo?	2.2: ¿Qué vas a hacer después almuerzo? ¿Qué quieres hacer?	2.2: ¿Qué vais a hacer después de almuerzo hoy?
2.3: ¿Qué estás bebiendo?	2.3: ¿Qué está, qué estáis bebiendo? No se que quiero beber. Necesito ayuda con mi decisión.	2.3: ¿Qué estáis bebiendo? Una coca cola o una cerveza? Qué es esto?
2.5: ¿Quieres tapas o quieres mucho comida para almuerzo?	2.5: ¿Qué quieres para comer, quieres solo tapas o quieres una comida más grande para almuerzo ahora?	2.5: ¿ Vais a pedir mucha comida o solo tapas? ¿Qué vas vais a comer?
2.7: ¿Qué vais a hacer por ese semana?	2.7: ¿ Tenéis planes para este fin de semana o la semana próxima?	2.7: ¿ Tenéis planeas para este fin de semana o para la semana?
2.8: Hola, profesores. ¿Cómo estáis ?	2.8: Hola profesores. ¿Qué tal?	2.8: Hola, ¿Cómo estás? ¿Qué tal? ¿Qué estáis haciendo aquí?
<i>(continued)</i>		

Time 1	Time 2	Time 3
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Table D-1, continued

Participant 19

1.5: Ok chicos, ahora necesitamos o necesitan abren tus ojos y por favor veían a mi.	1.5: Vale chicos, por favor, cerán sus bocas.	1.5: Vale students, vamos a empezar la proxima actividad cuando estais tranquilos.
1.10: Hola padres, quieren participar en el fin actividad del día?	1.10: Hola padres, si les gusta hacer la actividad final de hoy, pueden participar con nos.	1.10: Vale, padres, quieres quereis participar en la actividad final del día?
1.12: Vale chicos, es casi tiempo para limpiar todas las cosas y para obtener todas sus cosas porque tus padres están aquí.	1.12: Bueno chicos, tus padres están aquí y necesitas tus mochilas y todas de sus cosas para salir para el día.	1.12: Vale chicos, hoy necesitáis limpiar todos sus cosas y preparáis para salir porque sus padres están aquí.
2.2: Vale chicos, ¿qué están haciendo por el resto del día?	2.2: Bueno chicos, qué van a hacer después del almuerzo? Pienso que hay muchos museos interesantes aquí que pueden ir.	2.2: Vale amigos ¿Qué vais a hacer después del almuerzo?
2.3: ¿Qué están bebidos?	2.3: ¿Qué están bebidos chicos? Yo necesito ayuda con mi decisión.	2.3: Chicos, que bebáis ahora? o que queráis beber?
2.7: Vale chicos, ¿qué están haciendo por el resto del semana, de la semana?	2.7: Vale chicos, ¿qué vas a hacer este semana? Van a pasar más tiempo en Toledo o vas a continuarse o van a continuarse del sur de España?	2.7: Chicos, ¿qué vais a hacer este semana?
2.8: Hola profesores, ¿Cómo están? Mucho gusto. Espero que sus clases son bien.	2.8: Hola profes, ¿Qué pasa? ¿Cómo están?	2.8: Hola profesores. ¿Que tal? ¿Cómo estáis ?
2.9: ¿Qué pasó durante el resto de noche? ¿A qué hora llegáis a la hotel?	2.9: Hola chicas, o chicos. que pasó esta noche? Cómo fue tu noche? a qué ahora regresaron a tu hotel. Espero que fue un noche muy bien.	2.9: Chicos, que pasó anoche? Cómo fue el resto de la noche? A qué hora regresaron a su hotel?

Participant 21

2.3: ¿Qué están bebiendo uds?	2.3: ¿Qué estás bebiendo tu? ¿Y qué están bebiendo?	2.3: ¿Qué estais bebiendo? Necesito ayudar para decidr que quiero pedir para beber.
2.5: ¿Uds van a pedir mucha comida o solo tapas?	2.5: ¿Uds van a pedir mucha comida o solo tapas?	2.5: ¿ Vosotros vais a pedir solo tapas o vais a comer mucha comida?

(continued)

Time 1	Time 2	Time 3
<i>Table D-1, continued</i>		
2.7: ¿Cuáles son tus planes para el fin de semana?	2.7: ¿Qué son tus planes para el fin de semana?	2.7: ¿Qué son tus? ¿Qué sois los planes de vosotros para este fin de semana?
NA	2.9: Qué hicieron anoche después de la fiesta? Cómo llegaron al hotel?	2.9: ¿Que hicisteis el resto de la noche? y ¿a qué hora llegasteis al hotel?
Participant 22		
1.7: Por favor no pelean aquí.	1.7: Si vais a pelear no vamos a empezar la actividad con todo el grupo. Es necesario que tu que un vosotros mantener mantenéis atención.	1.7: Por favor tu, necesitáis terminar peleando. Si no voy a separar os. Voy a separaros .
1.10: Querían juntarme con un partido de fútbol.	1.10: Si hay algunos padres que quieren juntarnos en nuestra actividad podáis .	1.10: Si algunos de los padres juntarnos en la actividad, está bien.
1.12: Encontran tus cosas y sea lista para tus padres.	1.12: Bueno, ahora es tiempo para salir. Necesitáis encontrar todas tus cosas y esperar para tus padres.	1.12: Vale es tiempo para salir. Todos necesitan coger sus cosas y esperar para tus padres.
2.2: Voy a la casa de mi familia española y comer un poco y entonces descansar.	2.2: ¿Qué vais a hacer después del almuerzo?	2.2: Y después del almuerzo ¿qué vais a hacer?
2.3: ¿Qué estás bebiendo?	2.3: ¿Qué estáis bebiendo?	2.3: ¿Que estáis bebiendo? Necesito ayudar para decidir que quiero pedir para beber.
2.5: ¿ Vais a pedir mucha comida o solamente un poco?	2.5: ¿ Vais a pedir mucha comida o solamente una tapa?	2.5: ¿ Vais a pedir tapas o comida grande?
2.7: ¿Tienes un plan para las del fin de la semana?	2.7: ¿Qué vais a hacer este la próxima semana o este semana?	2.7: ¿Y qué vais a hacer el resto de la semana?
2.9: ¿Qué hiciste después de volví a mi casa? ¿A qué hora regresaste a tu casa o tu hotel?	2.9: ¿Cuándo salí anoche, qué, después que yo salí, um, qué, ah, what did you do? No sé.	2.9: ¿Cuando salí de la discoteca anoche qué fueran a hacer? ¿A qué hora lleg (ah shoot) I don't know the vosotros past form, so ¿a qué hora llegáis al hostel?
<i>(continued)</i>		

Time 1	Time 2	Time 3
<i>Table D-1, continued</i>		
2.12: Adios. Tengo una clase en dos minutos. Um hasta luego.	2.12: Pues mi clase empieza en mas o menos treinta minutos y necesito salir para llegar a la escuela en punto pero necesitamos mantener, necesitamos hablar por facebook cuando saláis . Sí, pues hasta luego.	2.12: Pues mis clases van a empezar en diez minutos y necesito caminar los calles de Toledo. Entonces necesito salir ahora. Adios.
Participant 25		
1.2: Abren sus libros y tomas un bolígrafo para tomar notas.	1.2: Traer sus libros y sus bolígrafos por favor.	1.2: Pues para empezar, vamos a abrir vosotros libros y saques sus bolígrafos.
2.12: Es la hora y todos necesitan coger todos sus cosas para llevar.	1.12: Pues hola es la hora para salir y tu necesitáis coger todo sus cosas y salís con sus padres.	1.12: Ok niños, es tiempo a salir. Entonces coge los cosas y sí.
1.13: Adios. Que tengas un buen día. Adios.	1.13: Hasta luego. Tengan Tengais un buen día de hoj.	1.13: Hasta luego. Que tenais un buen día. Hasta luego.
2.2: ¿Qué va a hacer después de almuerza?	2.2: ¿Qué vais a hacer después de comer la comida?	2.2: ¿Qué vas a comer?
2.5: ¿Qué va a comer, mucha comida o tapas?	2.5: Pues, ¿tu, os vas a, vais a comer tapas o un comida grande ahora?	2.5: ¿Vas a comer mucho o un poquito o entonces vas a comer o solo vas a tomar unas tapas?
2.7: ¿Qué vais a hacer este fin de semana?	2.7: ¿Qué vais a hacer este fin de semana?	2.7: ¿Qué van a hacer este fin de semana?
2.8: Hola, buenos días. ¿Qué tal?	2.8: Hola, buenos días. ¿Cómo estáis ? ¡Qué coincidencia!	2.8: Hola. ¿Qué tal? Buenos días.
Participant 26		
1.1: Hola sientale en un circulo en el piso. Entonces podemos comenzar las	1.1: Atención. Por favor. Senteos en un circulo por la carpeta. Por favor necesitamos empezar las actividades del día.	1.1: Por favor sientense. Sientense en un circulo por la pisa porque necesitamos empezar las actividades del día.
1.7: Hola. Parales y continúan la actividad.	1.7: Hijos. Callados . Por favor deja y continuar a trabajar en la actividad.	1.7: Paren, paren. Sigue en la actividad.
1.10: Hola. ¿Les querías reunir con nosotros cuando vamos a hacer el ultimo actividad?	1.10: Bueno, ¿ queráis hacer la actividad con nosotros?	1.10; Sí, sí, ¿quieres hacer la actividad con nosotros?
<i>(continued)</i>		

Time 1	Time 2	Time 3
<i>Table D-1, continued</i>		
1.12: Hola. Cogen sus cosas y listarte, listarles a salir porque tus padres están aquí.	1.12: Bueno recibáis sus cosas porque sus padres están aquí.	1.12: Cojan sus cosas porque sus padres están aquí.
2.2: Yo voy a tomar una siesta.	2.2: ¿Y qué vas a hacer, que vais a hacer después de almuerzo?	2.2: ¿Qué vais a hacer después del almuerzo?
2.3: ¿Qué bebes?, porque yo no sé que quiero beber y necesito decidir.	2.3: ¿Qué bebáis ? ¿Qué recomendáis ?	2.3: ¿Qué beben?, porque no sé que quiero beber. Necesito tu ayuda para decidir.
2.5: ¿Van a comer mucha comida o un poco?	2.5: ¿ Vais a comer mucha comida o un poco como tapas?	2.5: ¿ Vais a comer mucho o solo tapear?
2.7: ¿Qué es su horario de la semana?	2.7: Bueno, ¿qué vais a hacer para el fin de semana que viene?	2.7: ¿Qué son sus tus vuestros planes para la semana próxima?
2.8: Hola. ¿Qué tal?	2.8: Hola. ¿Cómo estáis ?	2.8: Hola. ¿Qué tal Uds?
2.9: ¿Cómo fue su noche y cuando regresaron al hotel?	2.9: Bueno, ¿qué hicisteis para el resto de la noche y cuando regresáis, cuando regresáis a su hotel?	2.9: ¿Qué hicisteis para el resto de la noche y cuando regresáis regresaron a vuestro hotel?
Participant 27		
1.2: Necesitáis los bolígrafos por favor.	1.2: Abre los libros y saque sus bolígrafos por favor.	1.2: Abre los libros y saco un bolígrafo.
1.12: Su parientes esperan. Saquen todas las cosas contigo.	1.12: Por favor, ponen todos los cosas en sus escritorios.	1.12: Coloquais todos los cosas.
2.2: ¿Qué hacen después de almuerzo? O... después de almuerzo que hacen?	2.1: ¿Cómo pasais después de almuerzo?	2.2: ¿Qué estáis haciendo después de comer?
2.3: ¿Que bebida es esa?	2.3: ¿Qué estáis bebiendo?	2.3: ¿Qué estáis bebiendo?
2.5: Vosotros estáis consiguieron, o consiguiendo mucho comida o no mucho?	2.5: ¿Tienes mucha hambre o un poquito hambre?	2.5: ¿ Vais a pedir mucha comida o un poco?
2.7: ¿Qué estáis haciendo durante de la semana?	2.7: ¿Qué hacais este fin de semana?	2.7: ¿Qué estáis haciendo para este semana?
2.9: Durante de...el resto de la noche, ¿qué pasa? Y ¿a qué hora llegaron a su hotel?	2.9: ¿Qué pasa...el resto de la noche? ¿Y cuándo regresáis al hotel?	2.9: ¿Qué pasa el resto de noche, de la noche? ¿Y cuándo, cuando llegas, llegaste a su hotel?
<i>(continued)</i>		

Time 1	Time 2	Time 3
Participant 30		
1.1: Por favor chicos callases.	1.1: Por favor niños, tranquila, tranquila. Pones vosotros en un círculo por favor en el suelo.	1.1: Por favor chicos. Callad, callad. Podais sentarse s en un círculo por favor por el suelo.
1.2: Por favor abred sus libros y saqued los bolígrafos.	1.2: Sacquen sus libros y sus bolígrafos. Vamos a empezar con la primera actividad.	1.2: Para empezar la próxima actividad abrad, abrid los libros y sacad los bolígrafos.
1.7: Basta con la pelea. Tenemos que hacer esta actividad.	1.7: ¿Para qué estáis luchando? Calléis, Callad, callad.	1.7: ¿Por qué estas peleando? Por favor sigue trabajando en la actividad
1.8: Hola. Los niños son en la otra sala y	1.8: Hola. ¿Cómo estais ? Los niños están para dentro. Oh están al dentro.	1.8: Hola, hola, los estudiantes esta para dentro.
1.11: ¡Qué ruido estás haciendo! Por favor, cállate. Tenemos que terminar esta.	1.11: Eso es ridículo. Por favor. Callad. Solo hay un poco que tenemos que hacer y después podéis salir para sus casas.	1.11: ¡Qué ruido está! Por favor, callad estudiantes.
1.12: Es la hora para salir. Much de sus padres están aquí o vas a llegar pronto. Pues hágase lista.	1.12: Sus padres están aquí o van a llegar muy pronto y por eso recojad tus cosas y arreglad vosotros para salir.	1.12: Pues, recoge todos los artículos porque la mayoría de sus padres están aquí o está viniendo y es la hora para salir.
2.2: ¿Qué harais hoy después de almuerzo?	2.2: Después de la comida hoy, ¿qué haces?	2.2: ¿Qué haces después de la comida hoy?
2.3: ¿Qué estáis bebiendo? No sé qué quiero tomar.	2.3: No se que quiero tomar, ¿qué estas bebiendo?	2.3: No sé lo que quiero tomar. ¿Qué tomáis vosotros ?
2.5: ¿ Tenéis mucho hambre o solo un poco? ¿Qué vas a comer?	2.5: ¿Tienes hambre? No sé, ¿vas a pedir mucha comida?	2.5: ¿ Tenéis mucha hambre? ¿O solo vas a comer tapas?
2.7: ¿ Tenéis planes para estes fin de semanas?	2.7: ¿Tienes planes para la semana próxima?	2.7: Y vosotros ¿qué hacéis este fin de semana?
2.8: Buenas tardes señoras. ¿Qué tal? ¿Qué hay de nuevo?	2.8: Hola. Que casualidad! Como estáis ?	2.8: Hola profe. ¿Cómo estáis ?
2.9: ¿Cómo pasáis anoche después de yo salí?	2.9: ¿Qué hicieron la noche después de que yo fui?	2.9: ¿Cómo fue anoche después de yo salí? ¿Y a qué hora volvieron Uds?

^a The use of *vosotros* is in bold. The first number in the box refers to the situation (1 or 2) and the second number refers to the number of the prompt (1–13) within each situation.

Appendix E

Semistructured Interview

Learners can choose if they want to do the interview in English or Spanish.

1. Tell me about your living situation. (dorm or family) Who do you speak with? What languages do you speak? Where are the native Spanish speakers from that you speak with? What kinds of things do you talk about in Spanish?
2. Tell me about the last few weeks. What have you been doing? Who do you speak with the most? Where are those people from? What languages have you been speaking? What kinds of topics do you talk about in Spanish? As far as your Spanish speaking goes, what went well these past few weeks? What did not?
3. Have you made any new friends or tried any new activities? Describe.
4. When you speak Spanish do you try to sound like you are from Spain? What does this sound like?
5. How does it make you feel when someone from Spain speaks? What about someone from Argentina? Which kind of Spanish do you think sounds the best? Why? Which sounds the worst why?
6. How do you feel when your classmates try to sound like they are from Spain? From another Spanish speaking country?

Appendix F

Language Dialect Attitudes Questionnaire

Statements about Spanish—Beginning of Semester

* = required question

What is your name? * _____

What is the name you are going by for this study? * _____

	1	2	3	4	5	6	
strongly disagree	0	0	0	0	0	0	strongly agree

Spain is an excellent place to study abroad.*

I feel good and never nervous when I speak in Spanish.*

People from Spain sound different when speaking Spanish than people from other Spanish-speaking countries.*

Speaking Spanish makes me nervous that people will not understand me because of my pronunciation.*

It is important that I practice my Spanish writing skills.*

Speaking with a good Spanish accent will allow me to feel more comfortable around native Spanish speakers.*

Accurate Spanish pronunciation is important to me because I think it will eventually be useful in getting a good job.*

I have learned many idiomatic expressions.*

I like my current Spanish accent even if it doesn't sound like one from Spain.*

I am never quite sure of my pronunciation when I speak Spanish in public.*

Others will respect me more if I sound more like a native Spanish speaker.*

If I sounded more like a native Spanish speaker, I would be more successful at communicating in Spanish.*

I prefer to study abroad in Spain over any other Spanish speaking country.*

Due to differences in accent, I can tell if someone is from Argentina or Spain after listening to them speak.*

It is important to me to improve my Spanish listening skills.*

Accurate Spanish pronunciation will make me sound like a more knowledgeable person.*

Spanish speakers from Spain are friendly and kind people.*

Spaniards sound similar to Puerto Ricans, based on their accent.*

It is important to have a good accent when speaking in Spanish.*

I have learned many new words in Spanish in the past few months.*

Accurate Spanish pronunciation is important for my classes.*

I would like to lose my current Spanish accent and sound more like someone from Spain.*

The more I learn about Spain, the more I want to sound like a Spaniard.*

To make new Spanish speaking friends, it is important for me to be understood and have accurate pronunciation.*

I listen to music or watch TV in Spanish in order to improve my listening skills.*

I try to imitate the accent of native Spanish speakers when speaking in Spanish.*

I am confident of my pronunciation when I speak Spanish in public.*

I can tell when a person is from Mexico or Spain based on their accent.*

It is important for me to improve my Spanish reading skills.*

I would like to be mistaken as a native Spanish speaker.*

Statements about Spanish—Midsemester

* = required question

What is your name? * _____

What is the name you are going by for this study? * _____

	1	2	3	4	5	6	
strongly disagree	0	0	0	0	0	0	strongly agree

Spaniards from Toledo are friendly.*

I feel good and never nervous when I speak in Spanish.*

More accurate Toledo Spanish pronunciation will help me participate more in the local way of life.*

It is important that I practice my Spanish writing skills.*

Others will respect me more if I sound more like a native Spanish speaker.*

Toledo, Spain is a good place to study abroad.*

If I sounded more like a native Spanish speaker, I would be more successful at communicating in Spanish.*

I have learned many new words in my time in Toledo.*

It is hard to understand Spaniards from Toledo.*

Spaniards from Toledo speak differently than Mexicans.*

It is important for me to improve my Spanish reading skills.*

Accurate Spanish pronunciation is important for my internship/classes.*

The more I get to know the people from Toledo, the more I want to be fluent in their language.*

I am confident of my pronunciation when I speak Spanish in public.*

I can tell when someone is from Puerto Rico, versus when they are from somewhere near Toledo.*

I like my current Spanish accent even if it doesn't sound like one from Toledo.*

Accurate Spanish pronunciation is important to me because I think it will eventually be useful in getting a good job.*

I find it harder to understand Spanish-speakers from Toledo than other parts of Spain.*

More accurate pronunciation of the Toledo dialect will help me make more friends in the community.*

Speaking with a good Spanish accent will allow me to feel more comfortable around native Spanish speakers.*

I listen to music or watch to in Spanish in order to improve my listening skills.*

It is easy to understand Mexican Spanish.*

I am never quite sure of my pronunciation when I speak Spanish in public.*

Spaniards from Toledo sound similar to Spanish speakers from Puerto Rico.*

I would like to lose my current Spanish accent and sound more like someone from Toledo.*

It is important to me to improve my Spanish listening skills.*

To make new Spanish speaking friends, it is important for me to be understood and have accurate pronunciation.*

It is easy to understand Argentinean Spanish.*

Spaniards from Toledo speak differently than other Spaniards.*

Speaking Spanish makes me nervous that people will not understand me because of my pronunciation.*

I like the Spanish accent from Toledo.*

It is harder for me to understand Spaniards than Mexicans due to their accents.*

I have learned many idiomatic expressions.*

Accurate Spanish pronunciation will make me sound like a more knowledgeable person.*

I would like to be mistaken as a native Spanish speaker.*

It is harder for me to understand Spanish-speakers from Puerto Rico than from Toledo.*

Statements about Spanish—End of Semester

* = required question

What is your name? * _____

What is the name you are going by for this study? * _____

	1	2	3	4	5	6	
strongly disagree	0	0	0	0	0	0	strongly agree

Others will respect me more if I sound more like a native Spanish speaker.*

If I sounded more like a native Spanish speaker, I would be more successful at communicating in Spanish.*

I like the Spanish accent from Toledo.*

I can tell when someone is from Puerto Rico, versus when they are from somewhere near Toledo.*

It is hard to understand Spaniards from Toledo.*

More accurate pronunciation of the Toledo dialect will help me make more friends in the community.*

It is important for me to improve my Spanish reading skills.*

Speaking with a good Spanish accent will allow me to feel more comfortable around native Spanish speakers.*

It is important that I practice my Spanish writing skills.*

I would like to lose my current Spanish accent and sound more like someone from Toledo.*

I find it harder to understand Spanish-speakers from Toledo than other parts of Spain.*

I am never quite sure of my pronunciation when I speak Spanish in public.*

The more I get to know the people from Toledo, the more I want to be fluent in their language.*

It is harder for me to understand Spaniards than Mexicans due to their accents.*

I like my current Spanish accent even if it doesn't sound like one from Toledo.*

I have learned many new words in my time in Toledo.*

To make new Spanish speaking friends, it is important for me to be understood and have accurate pronunciation.*

I listen to music or watch to in Spanish in order to improve my listening skills.*

More accurate Toledo Spanish pronunciation will help me participate more in the local way of life.*

It is easy to understand Mexican Spanish.*

I feel good and never nervous when I speak in Spanish.*

Toledo, Spain is a good place to study abroad.*

I am confident of my pronunciation when I speak Spanish in public.*

Spaniards from Toledo speak differently than Mexicans.*

It is easy to understand Argentinean Spanish.*

It is important to me to improve my Spanish listening skills.*

Accurate Spanish pronunciation is important to me because I think it will eventually be useful in getting a good job.*

I would like to be mistaken as a native Spanish speaker.*

It is harder for me to understand Spanish-speakers from Puerto Rico than from Toledo.*

Speaking Spanish makes me nervous that people will not understand me because of my pronunciation.*

Spaniards from Toledo are friendly and kind people.*

I have learned many idiomatic expressions.*

Spaniards from Toledo speak differently than other Spaniards.*

Accurate Spanish pronunciation is important for my internship/classes.*

Spaniards from Toledo sound similar to Spanish speakers from Puerto Rico.*

Accurate Spanish pronunciation will make me sound like a more knowledgeable person.*

Appendix G
Background Questionnaires
Beginning of Semester

What is your name? _____

What name are you going by for this study? _____

How old are you? ____

What is your sex? _____

What year and level are you in school? (i.e., 3rd year undergraduate)

What is your first or native language? _____

What language did you speak growing up? _____

Did your parents speak the same language that you spoke growing up? If not, what language did your parents speak at home with you? To each other? _____

Do you work? _____

If you do work, do you need Spanish for your work? _____

Did your parents go to college?

Check one: ___ Yes at least one of my parents graduated from college
 ___ Yes at least one of my parents went to college
 ___ No, neither of my parents went to college
 ___ I don't know

Did your parents learn Spanish or any other language? Please list the languages they learned. _____

Did your parents want you to learn Spanish? _____

If your parents work, where do they work? _____

Do your parents need Spanish at work? _____

How many years have you studied English in a formal school setting? _____

Please rate how well you know English on a scale of 1(not very well) to 5 (like a native speaker)

-Speaking (Write a number 1-5): _____

-Listening (Write a number 1-5): _____

-Reading (Write a number 1-5): _____

-Writing (Write a number 1-5): _____

How many years have you studied Spanish in a formal school setting? _____

Please rate how well you know Spanish on a scale of 1(not very well) to 5 (like a native speaker)

-Speaking (Write a number 1–5): _____

-Listening (Write a number 1–5): _____

-Reading (Write a number 1–5): _____

-Writing (Write a number 1–5): _____

Please list any other languages you have studied formally, in addition to English and Spanish. _____

For the first additional language listed above, please rate how well you know this language on a scale of 1 (not very well) to 5 (like a native speaker)

-Speaking (Write a number 1–5): _____

-Listening (Write a number 1–5): _____

-Reading (Write a number 1–5): _____

-Writing (Write a number 1–5): _____

For the second additional language listed above, please rate how well you know this language on a scale of 1 (not very well) to 5 (like a native speaker)

-Speaking (Write a number 1–5): _____

-Listening (Write a number 1–5): _____

-Reading (Write a number 1–5): _____

-Writing (Write a number 1–5): _____

For the third additional language listed above, please rate how well you know this language on a scale of 1 (not very well) to 5 (like a native speaker)

-Speaking (Write a number 1–5): _____

-Listening (Write a number 1–5): _____

-Reading (Write a number 1–5): _____

-Writing (Write a number 1–5): _____

At what age did you start learning Spanish? _____

What setting did you initially learn Spanish in (i.e., immersion class, as a subject in school, with family or friends, etc.)? _____

At what age did you start learning additional languages (other than Spanish and English)?

Please list the language and then the age you started learning that language (i.e.,

Portuguese, age 18)

Language: _____ Age: ____

Language: _____ Age: ____

For each additional language learned (other than Spanish and English) in what setting did you first learn that language? Please list each language and the setting (e.g., Portuguese, university class)

Language: _____ Setting: _____

Language: _____ Setting: _____

For each additional language learned (other than Spanish or English) please list your experiences with those languages (i.e., courses taken, travel experiences to a country where that language is spoken).

Example: Portuguese, traveled to Brazil and stayed with a family while taking courses.

Language: _____ Experience: _____

Language: _____ Experience: _____

How many years did you study Spanish in elementary school (i.e., grades 1–5)? ____

How many years did you study Spanish in middle school (i.e., grades 6–8)? ____

How many years did you study Spanish in high school (grades 9–12)? ____

How many semesters did you study Spanish in college? ____

Please write what country your elementary Spanish teachers were from. If you know the city or region too, please write that as well. In the 2nd column please write the national dialects your Spanish teachers spoke. (National dialect refers to the varieties of Spanish spoken in different countries. For example the Spanish in Mexico would be referred to as Mexican Spanish while the Spanish spoken in Spain would be called Peninsular Spanish or Spain Spanish.) If your teacher was American did s/he speak a particular national dialect? If so please list this as the dialect. (i.e., 1 teacher from Mexico City, Mexico, 1 teacher from southern Spain (Sevilla))

Country/City/Region: _____

Country/City/Region: _____

Country/City/Region: _____

Please write what country your middle school Spanish teachers were from. If you know the city or region too, please write that as well. In the 2nd column please write the national dialects your Spanish teachers spoke. If your teacher was American did s/he speak a particular national dialect? If so please list this as the dialect. (i.e., 1 teacher from Mexico City, Mexico, 1 teacher from the US – Madrid, Spain dialect)

Country/City/Region: _____

Country/City/Region: _____

Country/City/Region: _____

Please write what country your high school Spanish teachers were from. If you know the city or region too, please write that as well. In the 2nd column please write the national dialects your Spanish teachers spoke. If your teacher was American did s/he speak a particular national dialect? If so please list this as the dialect. (i.e., 1 teacher from Buenos Aires, Argentina, 1 teacher from the US – Columbia dialect)

Country/City/Region: _____

Country/City/Region: _____

Country/City/Region: _____

Please write what country your University Spanish teachers were from. If you know the city or region too, please write that as well. In the 2nd column please write the national

dialects your Spanish teachers spoke. If your teacher was American did s/he speak a particular national dialect? If so please list this as the dialect. (i.e., 1 teacher from Puerto Rico, 1 teacher from US – no identifiable dialect or I don't remember)*

Country/City/Region: _____

Country/City/Region: _____

Country/City/Region: _____

Country/City/Region: _____

Country/City/Region: _____

Country/City/Region: _____

What courses have you taken at the university? Do you remember what semesters you took each course? If so please list them. If not, what was the last Spanish course that you took at the University and when?*

For example: 1. intro to Hispanic Linguistics – Span 3107 – Fall 2010. 2. Spanish Composition and Communication – Span 3015 Spring 2009

Course: _____

Course: _____

Course: _____

Course: _____

Course: _____

Course: _____

Please list the courses you are enrolled to take this semester in Toledo? *

For example: Spanish 3015 or Spanish Phonology

Course: _____

Course: _____

Course: _____

Course: _____

Course: _____

Have you ever previously traveled, studied, or lived in a Spanish speaking country? _____

If yes to the previous question, please list the name of each country, length of time spent in each country, reason for the trip (e.g., vacation, study), cities visited (if known), length of time in each city (if known)

Example: 1. Mexico, 1 week, vacation, Cancun, 1 week. 2. Spain, 4 weeks, study, Madrid – 2 weeks, Barcelona – 2 weeks

Country: _____ Time spent in country: _____ Reason: _____

Country: _____ Time spent in country: _____ Reason: _____

Country: _____ Time spent in country: _____ Reason: _____

Country: _____ Time spent in country: _____ Reason: _____

For each of the travel experiences above, how often did you converse in Spanish with a fluent Spanish speaker?

For example: Cancun 0 infrequently, Madrid – every day

Country: _____

Circle one: every day, every other day, once per week, once per month, infrequently, never

Country: _____

Circle one: every day, every other day, once per week, once per month, infrequently, never

Country: _____

Circle one: every day, every other day, once per week, once per month, infrequently, never

Country: _____

Circle one: every day, every other day, once per week, once per month, infrequently, never

On average, how often did you communicate with native or fluent Spanish speakers in Spanish in the past 6 months?

Circle one: never few times a year monthly weekly daily

In the past 6 months I tried to speak Spanish to my instructor outside of class

Circle one: never few times a year monthly weekly daily

In the past 6 months I tried to speak Spanish to friends who are native or fluent speakers of Spanish

Circle one: never few times a year monthly weekly daily

In the past 6 months I tried to speak Spanish to classmates

Circle one: never few times a year monthly weekly daily

In the past 6 months I tried to speak Spanish to stranger whom I thought could speak Spanish

Circle one: never few times a year monthly weekly daily

In the past 6 months I tried to speak Spanish to host family, if living in Spanish-speaking area

Circle one: never few times a year monthly weekly daily

In the past 6 months I tried to speak Spanish to service personnel (e.g., bank, clerk, cashier)

Circle one: never few times a year monthly weekly daily

In the past 6 months I tried to speak Spanish to service personnel (e.g., bank, clerk, cashier)

Circle one: never few times a year monthly weekly daily

In the past 6 months I have watched Spanish language television

Circle one: never few times a year monthly weekly daily

In the past 6 months I have read Spanish language newspapers or internet sites

Circle one: never few times a year monthly weekly daily

In the past 6 months I have read novels in Spanish

Circle one: never few times a year monthly weekly daily

In the past 6 months I have listened to songs in Spanish

Circle one: never few times a year monthly weekly daily

In the past 6 months I have read Spanish language magazines

Circle one: never few times a year monthly weekly daily

In the past 6 months I have read Spanish language magazines

Circle one: never few times a year monthly weekly daily

In the past 6 months I have watched movies or videos in Spanish

Circle one: never few times a year monthly weekly daily

List any other activities that you commonly did in the past 6 months or so using Spanish.

Activity: _____

Activity: _____

Activity: _____

If you do watch Spanish language tv or movies, can you identify the dialects that the actors use in the shows or movies you watch? (If you can think about where the show or movie takes place, that may help you to identify the dialect.) For example: Mexico City, Spain (not sure what city)

Dialect: _____

Dialect: _____

Dialect: _____

If you do listen to songs in Spanish can you identify where the speakers are from? If so please list this below. For example: Argentina (not sure what city), Spain (Madrid)

Dialect: _____

Dialect: _____

Dialect: _____

Thinking back on the past few months, who are the people that you have conversed with in Spanish most frequently? Write the initials of that person. If you only know the first initial that is fine too. Please write at least 5 people (they can be classmates or teachers) and no more than 10 people.

Example: 1. AG 2. G 3. P 4. SM 5. FM

1. Initials: _____

In the past 6 months or so, I conversed with this person in Spanish...

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

In the past 6 months or so I conversed with this person using...

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is the national dialect and/or city of origin (if known) of the person listed above?

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish, thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person you previously mentioned?

Check all that apply:

Family Member

Spouse/Partner/Boyfriend/Girlfriend

Friend your age (give or take 5 years)

Younger friend (more than 5 or so years younger than you)

Older friend (more than 5 years older)

Classmate

Teacher

Coworker

Other _____

2. Initials: _____

In the past 6 months or so, I conversed with this person in Spanish...

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

In the past 6 months or so I conversed with this person using...

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is the national dialect and/or city of origin (if known) of the person listed above?

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish, thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person you previously mentioned?

Check all that apply:

- Family Member
- Spouse/Partner/Boyfriend/Girlfriend
- Friend your age (give or take 5 years)
- Younger friend (more than 5 or so years younger than you)
- Older friend (more than 5 years older)
- Classmate
- Teacher
- Coworker
- Other _____

3. Initials: _____

In the past 6 months or so, I conversed with this person in Spanish...

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

In the past 6 months or so I conversed with this person using...

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is the national dialect and/or city of origin (if known) of the person listed above?

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish, thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person you previously mentioned?

Check all that apply:

Family Member

Spouse/Partner/Boyfriend/Girlfriend

Friend your age (give or take 5 years)

Younger friend (more than 5 or so years younger than you)

Older friend (more than 5 years older)

Classmate

Teacher

Coworker

Other _____

4. Initials: _____

In the past 6 months or so, I conversed with this person in Spanish...

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

In the past 6 months or so I conversed with this person using...

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is the national dialect and/or city of origin (if known) of the person listed above?

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish, thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person you previously mentioned?

Check all that apply:

- Family Member
- Spouse/Partner/Boyfriend/Girlfriend
- Friend your age (give or take 5 years)
- Younger friend (more than 5 or so years younger than you)
- Older friend (more than 5 years older)
- Classmate
- Teacher
- Coworker
- Other _____

5. Initials: _____

In the past 6 months or so, I conversed with this person in Spanish...

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

In the past 6 months or so I conversed with this person using...

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish, thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish thinking back on the past few months or so?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person you previously mentioned?

Check all that apply:

- Family Member
- Spouse/Partner/Boyfriend/Girlfriend
- Friend your age (give or take 5 years)
- Younger friend (more than 5 or so years younger than you)
- Older friend (more than 5 years older)
- Classmate
- Teacher
- Coworker
- Other _____

If you became very sick and had to stay in the hospital for a week, who would come visit you? Please write the initials of the person (it has to be someone you mentioned previously). Feel free to include more than 1 person Example: AG, P

Initials: ____ Initials: ____ Initials: ____

What languages would you speak to each other and how much?

Example: with AG – mostly English and little Spanish; with P – some Spanish, mostly English

Languages: _____

Languages: _____

Languages: _____

If you could only ask 3 people to visit you who would you ask? (If you wrote exactly 3 people above, you do not have to answer this question)

Initials: ____ Initials: ____ Initials: ____

What language(s) would you speak to each other and how much (i.e., barely at all, a little, sometimes, most of the time, all the time).? Example: AG most of the time English

Languages: _____

Languages: _____

Languages: _____

If you were going to take a vacation, who would you ask to go with you? Please list one or more of the 5–10 people you listed originally. Example: AG

Initials: ____ Initials: ____ Initials: ____

What language(s) would you speak to each person and how much? Example: AG mostly English

Languages: _____

Languages: _____

Languages: _____

If you could only invite 3 people, who would you invite? (if you already listed 3 people do not answer this question)

Initials: ____ Initials: ____ Initials: ____

What language(s) would you speak to each other and how much would you speak those languages (i.e., barely at all, a little, sometimes, most of the time, all the time).

Languages: _____

Languages: _____

Languages: _____

Midsemester

What is your name? _____

What name are you going by for this study? _____

What courses are you taking this semester in Toledo?

Course: _____

Course: _____

Course: _____

Course: _____

Course: _____

Course: _____

Where are your instructors from? Please list the city (if known) and country.

City/Country: _____

City/Country: _____

City/Country: _____

City/Country: _____

City/Country: _____

City/Country: _____

Which situation best describes your living arrangements in Toledo during the Fall 2011 semester?

Circle one:

A. I live in the home of a Spanish-speaking family.

B. I live in the student dormitory.

Did you live with any other nonnative Spanish speakers? If so please list who. If not, write no. _____

If you lived in the dorm, did you...

Circle one:

A. have a private room

B. live with a roommate who was a native or fluent Spanish speaker.

C. live with others who are NOT native Spanish speakers.

Have you traveled this semester? If so please list where, how long, with whom (their nationality), and what language(s) you spoke.

Example: Barcelona – 4 days, with my American classmate, spoke mostly English to each other and spoke Spanish at restaurants.

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

On average, how often did you spend speaking, in Spanish, outside of class with native or fluent Castilian Spanish speakers during this semester?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to speak Spanish to my instructor(s)

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to speak Spanish to friends who are native or fluent Spanish speakers

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to speak Spanish to classmates

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to speak Spanish to strangers whom I thought could speak Spanish

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to speak Spanish to host family, Spanish roommate, or other Spanish speakers in the dormitory

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to speak Spanish to service personnel (e.g., cashiers, bankers, servers/bartenders)

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to use Spanish to clarify classroom-related work

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to use Spanish to obtain directions or information (e.g., Where is the post office? What time is the train to...? How much is the train ticket?) *

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to use Spanish for superficial or brief exchanges (e.g., greetings, ordering in a restaurant) with my host family, Spanish roommate, friends or acquaintances, native speakers of English with whom I typically speak Spanish

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, outside of class, I tried to use Spanish for extended conversations with my host family, Spanish roommate, friends or acquaintances, native speakers of English with whom I typically speak Spanish

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you deliberately try to use things you were taught in the classroom? (grammar, vocabulary, expressions) with native or fluent Castilian speakers of Spanish outside the classroom?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often did you take things you learned outside of the classroom (grammar, vocabulary, expressions) back to the class for question or discussion?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you speak a language other than English or Spanish to speakers of that language (e.g., Chinese to a Chinese-speaking friend)?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you speak Castilian Spanish to native or fluent speakers of Castilian Spanish?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you speak English to native or fluent speakers of Castilian Spanish?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you speak Spanish to nonnative speakers of Spanish (i.e., classmates)?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you speak English to nonnative speakers of Spanish (i.e., classmates)?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read Spanish newspapers outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read novels in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read Spanish language magazines outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read schedules, announcements, menus, and the like in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read email or Internet web pages in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you listen to Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you listen to Spanish television and radio outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you listen to Castilian Spanish movies or videos outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you listen to Castilian Spanish songs outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you try to catch other people's conversations in Castilian Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you write in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you write homework assignments in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you write personal notes or letters in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you write emails in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you fill in forms or questionnaires in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you speak in English outside of class during this semester?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read newspapers, magazines, or novels in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you watch movies television or videos in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you read emails or Internet web pages in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you write emails in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

So far this semester, how often do you write personal notes and letters in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

Thinking back on the past few months in Toledo, who are the people that you have conversed with in Spanish most frequently? Write the initials of that person. If you only know the first initial that is fine too. Please write at least 5 people (they can be classmates or teachers) and no more than 10 people.
Example: 1. AG 2. G 3. P 4. SM 5. FM

1. Initials: _____

How often do you converse in Spanish with the person listed above?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

Family Member

Spouse/Partner/Boyfriend/Girlfriend

Friend your age (give or take 5 years)

Younger friend (more than 5 or so years younger than you)

Older friend (more than 5 years older)

Classmate

Teacher

Coworker

Other _____

2. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

Family Member

Spouse/Partner/Boyfriend/Girlfriend

Friend your age (give or take 5 years)

Younger friend (more than 5 or so years younger than you)

Older friend (more than 5 years older)

Classmate

Teacher

Coworker

Other _____

3. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

Family Member

Spouse/Partner/Boyfriend/Girlfriend

Friend your age (give or take 5 years)

Younger friend (more than 5 or so years younger than you)

Older friend (more than 5 years older)

Classmate

Teacher

Coworker

Other _____

4. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

- Family Member
- Spouse/Partner/Boyfriend/Girlfriend
- Friend your age (give or take 5 years)
- Younger friend (more than 5 or so years younger than you)
- Older friend (more than 5 years older)
- Classmate
- Teacher
- Coworker
- Other _____

5. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

- Family Member
- Spouse/Partner/Boyfriend/Girlfriend
- Friend your age (give or take 5 years)
- Younger friend (more than 5 or so years younger than you)
- Older friend (more than 5 years older)

- ___ Classmate
- ___ Teacher
- ___ Coworker
- ___ Other _____

If you became very sick and had to stay in the hospital for a week, who would come visit you? Please write the initials of the person (it has to be someone you mentioned previously). Feel free to include more than 1 person Example: AG, P
 Initials: ___ Initials: ___ Initials: ___

What languages would you speak to each other and how much?
 Example: with AG – mostly English and little Spanish; with P – some Spanish, mostly English
 Languages: _____
 Languages: _____
 Languages: _____

If you could only ask 3 people to visit you who would you ask? (If you wrote exactly 3 people above, you do not have to answer this question)
 Initials: ___ Initials: ___ Initials: ___

What language(s) would you speak to each other and how much (i.e., barely at all, a little, sometimes, most of the time, all the time).? Example: AG most of the time English
 Languages: _____
 Languages: _____
 Languages: _____

If you were going to take a vacation, who would you ask to go with you? Please list one or more of the 5–10 people you listed originally. Example: AG
 Initials: ___ Initials: ___ Initials: ___

What language(s) would you speak to each person and how much? Example: AG mostly English
 Languages: _____
 Languages: _____
 Languages: _____

If you could only invite 3 people, who would you invite? (if you already listed 3 people do not answer this question)
 Initials: ___ Initials: ___ Initials: ___

What language(s) would you speak to each other and how much would you speak those languages (i.e., barely at all, a little, sometimes, most of the time, all the time).
 Languages: _____
 Languages: _____
 Languages: _____

End of Semester

What is your name? _____

What name are you going by for this study? _____

What courses are you taking this semester in Toledo? Please list any courses that have changed since mid semester.

Course: _____

Course: _____

Where are your instructors from? Please list the city (if known) and country. Please list any instructors that have changed since mid semester.

City/Country: _____

City/Country: _____

Has your living situation changed since you last filled out this survey in the middle of the semester? _____

Example: Yes I used to live with a host family and now I live in the dorm with another American student.

Have you traveled this semester? If so please list where, how long, with whom (their nationality), and what language(s) you spoke. Example: Barcelona – 4 days, with my American classmate, spoke mostly English to each other and spoke Spanish at restaurants.

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

Where: _____ How long: _____ With whom (nationality) _____
Languages spoken: _____

On average, how often did you spend speaking, in Spanish, outside of class with native or fluent Castilian Spanish speakers during this semester?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, outside of class, I tried to speak Spanish to my instructor(s)

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, outside of class, I tried to speak Spanish to friends who are native or fluent Spanish speakers

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to speak Spanish to classmates

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to speak Spanish to strangers whom I thought could speak Spanish

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to speak Spanish to host family, Spanish roommate, or other Spanish speakers in the dormitory

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to speak Spanish to service personnel (e.g., cashiers, bankers, servers/bartenders)

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to use Spanish to clarify classroom-related work

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to use Spanish to obtain directions or information (e.g., Where is the post office? What time is the train to...? How much is the train ticket?)

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to use Spanish for superficial or brief exchanges (e.g., greetings, ordering in a restaurant) with my host family, Spanish roommate, friends or acquaintances, native speakers of English with whom I typically speak Spanish

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, outside of class, I tried to use Spanish for extended conversations with my host family, Spanish roommate, friends or acquaintances, native speakers of English with whom I typically speak Spanish

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, how often do you deliberately try to use things you were taught in the classroom? (grammar, vocabulary, expressions) with native or fluent Castilian speakers of Spanish outside the classroom?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0-1 hours 1-2 hours 3-4 hours 4-5 hours more than 5 hours

This semester, how often did you take things you learned outside of the classroom (grammar, vocabulary, expressions) back to the class for question or discussion?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you speak a language other than English or Spanish to speakers of that language (e.g., Chinese to a Chinese-speaking friend)?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you speak Castilian Spanish to native or fluent speakers of Castilian Spanish?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you speak English to native or fluent speakers of Castilian Spanish?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you speak Spanish to nonnative speakers of Spanish (i.e., classmates)?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you speak English to nonnative speakers of Spanish (i.e., classmates)?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read Spanish newspapers outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read novels in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read Spanish language magazines outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read schedules, announcements, menus, and the like in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read email or Internet web pages in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you listen to Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you listen to Spanish television and radio outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you listen to Castilian Spanish movies or videos outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you listen to Castilian Spanish songs outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you try to catch other people's conversations in Castilian Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you write in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you write homework assignments in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you write personal notes or letters in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you write emails in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you fill in forms or questionnaires in Spanish outside of class?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you speak in English outside of class during this semester?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read newspapers, magazines, or novels in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you watch movies television or videos in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you read emails or Internet web pages in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you write emails in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

This semester, how often do you write personal notes and letters in English?

Circle one: 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Circle one: 0–1 hours 1–2 hours 3–4 hours 4–5 hours more than 5 hours

Thinking back on the past few months in Toledo, who are the people that you have conversed with in Spanish most frequently? Write the initials of that person. If you only know the first initial that is fine too. Please write at least 5 people (they can be classmates or teachers) and no more than 10 people.

Example: 1. AG 2. G 3. P 4. SM 5. FM

1. Initials: _____

How often do you converse in Spanish with the person listed above?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

Family Member

Spouse/Partner/Boyfriend/Girlfriend

Friend your age (give or take 5 years)

Younger friend (more than 5 or so years younger than you)

Older friend (more than 5 years older)

Classmate

Teacher

Coworker

Other _____

2. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

Family Member

- Spouse/Partner/Boyfriend/Girlfriend
- Friend your age (give or take 5 years)
- Younger friend (more than 5 or so years younger than you)
- Older friend (more than 5 years older)
- Classmate
- Teacher
- Coworker
- Other _____

3. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

- Family Member
- Spouse/Partner/Boyfriend/Girlfriend
- Friend your age (give or take 5 years)
- Younger friend (more than 5 or so years younger than you)
- Older friend (more than 5 years older)
- Classmate
- Teacher
- Coworker

___ Other _____

4. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

___ Family Member

___ Spouse/Partner/Boyfriend/Girlfriend

___ Friend your age (give or take 5 years)

___ Younger friend (more than 5 or so years younger than you)

___ Older friend (more than 5 years older)

___ Classmate

___ Teacher

___ Coworker

___ Other _____

5. Initials: _____

How often do you converse in Spanish with the person previously mentioned?

Circle one: every day 2 or 3 times per week once a week every 2 weeks once a month

What is the national dialect and/or city of origin (if known) of the person previously mentioned? _____

Example: Spain – Madrid or US – Minnesota (or Minneapolis)

For the person previously mentioned, how much did you interact on the internet (i.e., facebook, email, etc.) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you discuss academic topics in Spanish with this person face to face?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk in Spanish about personal worries or issues with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you talk chat on the phone in Spanish with this person?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

For the person previously mentioned, how much did you engage in social activities with this person (i.e., went to parties, movies, sporting events or played sports with this person, had coffee) in Spanish?

Circle one: very little Spanish a little Spanish some Spanish mostly Spanish always Spanish

What is your relationship with the person previously mentioned?

Check all that apply:

Family Member

Spouse/Partner/Boyfriend/Girlfriend

Friend your age (give or take 5 years)

Younger friend (more than 5 or so years younger than you)

Older friend (more than 5 years older)

Classmate

Teacher

Coworker

Other _____

If you became very sick and had to stay in the hospital for a week, who would come visit you? Please write the initials of the person (it has to be someone you mentioned previously). Feel free to include more than 1 person Example: AG, P

Initials: ____ Initials: ____ Initials: ____

What languages would you speak to each other and how much?

Example: with AG – mostly English and little Spanish; with P – some Spanish, mostly English

Languages: _____

Languages: _____

Languages: _____

If you could only ask 3 people to visit you who would you ask? (If you wrote exactly 3 people above, you do not have to answer this question)

Initials: ____ Initials: ____ Initials: ____

What language(s) would you speak to each other and how much (i.e., barely at all, a little, sometimes, most of the time, all the time).? Example: AG most of the time English

Languages: _____

Languages: _____

Languages: _____

If you were going to take a vacation, who would you ask to go with you? Please list one or more of the 5–10 people you listed originally. Example: AG

Initials: ____ Initials: ____ Initials: ____

What language(s) would you speak to each person and how much? Example: AG mostly English

Languages: _____

Languages: _____

Languages: _____

If you could only invite 3 people, who would you invite? (if you already listed 3 people do not answer this question)

Initials: ____ Initials: ____ Initials: ____

What language(s) would you speak to each other and how much would you speak those languages (i.e., barely at all, a little, sometimes, most of the time, all the time).

Languages: _____

Languages: _____

Languages: _____

Appendix H

Use of Each Feature throughout the Semester by Each Participant

See table, next page.

ID	Interdental Fricative			Uvular Fricative			<i>Vosotros</i>		
	Time 1 /N, where N=total uses for each participant	Time 2	Time 3	Time 1 /N, where N=total uses for each participant	Time 2	Time 3	Time 1 N=16^	Time 2	Time 3
1	0/70 0%	0/81 0%	0/78 0%	1/55 1.8%	0/53 0%	0/57 0%	0 —	0 —	0 —
2	2/86 2.3%	0/67 0%	1/77 1.3%	0/58 0%	7/56 12.5%	2/60 3.3%	0 —	0 —	1 11.1%
3	0/82 0%	0/78 0%	1/74 1.4%	1/55 1.8%	2/53 3.8%	2/53 3.8%	0 —	0 —	0 —
4	0/68 0%	0/76 0%	1/72 1.4%	0/53 0%	0/53 0%	0/53 0%	0 —	4 25%	5 31.3%
5	1/87 1.2%	0/77 0%	2/95 2.1%	28/54 51.9%	32/58 55.2%	34/76 44.7%	0 —	10 75%	6 43.8%
6	5/70 7.1%	NA	7/113 6.2%	1/55 1.8%	NA	0/79 0%	6 56.3%	NA	5 37.5%
7	0/68 0%	0/76 0%	3/85 3.5%	0/53 0%	0/56 0%	0/63 0%	4 18.8%	5 31.3%	6 37.5%
8	13/74 17.6%	21/89 23.6%	15/73 20.6%	18/58 31%	24/65 36.9%	25/53 47.2%	4 26.7%	6 40%	3 26.7%
11	1/70 1.4%	10/78 12.8%	0/79 0%	7/54 13.0%	1/51 2.0%	16/56 28.6%	0 —	0 —	0 —

(continued)

ID	Interdental Fricative			Uvular Fricative			<i>Vosotros</i>		
	Time 1 /N, where N=total uses for each participant	Time 2	Time 3	Time 1 /N, where N=total uses for each participant	Time 2	Time 3	Time 1 N=16^	Time 2	Time 3
<i>Table H, continued</i>									
12	15/85 17.7%	37/111 33.3%	36/93 38.7%	0/66 0%	2/69 2.9%	1/72 1.39%	2 6.3%	0 —	0 —
13	0/92 0%	0/69 0%	0/83 0%	0/66 0%	0/53 0%	3/60 5%	5 37.5%	5 37.5%	6 43.8%
15	2/99 2.0%	1/90 1.1%	0/107 0%	0/67 0%	1/55 1.8%	9/72 12.5%	0 —	0 —	3 18.8%
16	0/79 0%	0/71 0%	0/79 0%	0/58 0%	0/57 0%	0/63 0%	0 —	0 —	0 —
17	0/72 0%	0/74 0%	0/64 0%	0/62 0%	0/50 0%	0/57 0%	0 —	0 —	0 —
18	3/70 4.3%	1/80 1.3%	1/79 1.3%	0/57 0%	2/59 3.4%	0/55 0%	3 42.9%	2 28.6%	5 71.4%
19	1/72 1.4%	3/86 3.5%	3/80 3.8%	0/58 0%	0/67 0%	7/62 11.3%	1 6.3%	0 —	5 43.8%
21	0/87 0%	0/72 0%	0/92 0%	0/68 0%	1/53 1.9%	0/58 0%	0 —	0 —	4 25%

(continued)

ID	Interdental Fricative			Uvular Fricative			<i>Vosotros</i>		
	Time 1 /N, where N=total uses for each participant	Time 2	Time 3	Time 1 /N, where N=total uses for each participant	Time 2	Time 3	Time 1 N=16^	Time 2	Time 3
<i>Table H, continued</i>									
22	0/74 0%	0/83 0%	0/77 0%	0/64 0%	0/58 0%	2/50 4%	1 6.3%	6 37.5%	6 37.5%
23	0/54 0%	3/107 2.8%	3/69 4.4%	0/40 0%	0/72 0%	0/62 0%	0 —	0 —	0 —
25	44/84 52.4%	52/101 51.5%	52/83 62.7%	21/61 34.4%	32/73 43.8%	19/55 34.6%	1 6.3%	6 37.5%	2 12.5%
26	5/75 6.7%	0/82 0%	1/68 1.5%	13/56 23.2%	15/54 27.8%	8/61 13.11%	0	9 62.5%	4 25%
27	14/68 20.6%	5/66 7.58%	8/76 10.5%	7/55 12.7%	14/51 27.5%	21/63 33.3%	3 18.8%	4 25%	5 31.3%
29	0/77 0%	0/73 0%	0/75 0%	0/53 0%	0/55 0%	0/59 0%	0 —	0 —	0 —
30	21/64 32.8%	10/80 12.5%	17/76 22.4%	19/52 36.5%	34/56 60.7%	45/68 66.2%	6 37.5%	6 37.5%	7 43.8%
31	0/64 0%	0/77 0%	0/80 0%	2/52 3.9%	17/51 33.3%	8/54 14.8%	0 —	0 —	0 —

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