STYLE FOR PUERTO RICAN HIGH SCHOOL STUDENTS: A TEACHING UNIT FOCUSING ON INFORMAL STYLE AND SLANG

By

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Abstract

The overarching objectives of this thesis were 1) to provide Puerto Rican English teachers with materials through which they can introduce style, particularly informal style with a focus on slang, and 2) to expose Puerto Rican 10th grade students in the English classroom to the concept of style through informal style with a focus on slang, a topic to which they can relate. To meet these objectives, the teacher-researcher developed and field-tested a teaching unit with six lesson plans. She also analyzed the data on slang elicited through the lesson plans. The findings showed that the students produced slang words in English, Spanglish, and Spanish and that media have an influence on the creation and promotion of slang. The production of slang words in English and Spanglish, evidence of informal style, leads to the re-evaluation of Puerto Rico as an English as a Foreign language society.

Resumen

Los objetivos de esta tesis fueron 1) proveerle a los maestros Puertorriqueños que enseñan inglés materiales sobre los *estilos*, particularmente el *estilo informal* con el enfoque en *jerga*, y 2) exponer a los estudiantes del décimo grado que toman el curso de inglés al concepto de *estilo* mayormente *estilo informal* con el enfoque en *jerga*, un tema que conocen bien. Para cumplir con estos objetivos, la maestra-investigadora desarrolló y comprobó una unidad de enseñanza. También se analizó la data de *jerga* que se obtuvo en las clases. Los resultados reflejan que los estudiantes producen *jerga* en Inglés, Español, y en *Spanglish* y que los medios de comunicación contribuyen a la creación y promoción de *jerga*. La producción de la *jerga* en Inglés y *Spanglish*, que son de *estilo informal*, lleva a la re-evaluación de que Puerto Rico es una sociedad donde el Inglés es utilizado como idioma extranjero.

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Chapter I: Introduction

In Puerto Rico, students study English as a subject and as a second language in the public schools from grades K-12. At the end of their schooling in English, they have been exposed to quite a bit of formal English in their English-medium classrooms through their teachers and through the units and lesson plans that their teachers use to develop their lessons. Despite this exposure and even though the mission of the English program of the Puerto Rico Department of English is to develop students who are communicatively competent in the English language, students have a difficult time attaining oral proficiency, much less an oral proficiency that would include stylistic flexibility. Even though the Department of Education (2003) would like its students to be able to communicate effectively in English in order to deal with a society which is immersed in a global interchange and collaboration (p. 12) and asks its English teachers to focus on oral communication, it does not give its teachers guidance on the teaching of style. Yet the successful manipulation of informal and formal styles is one of the earmarks of a communicatively competent speaker. One aspect of style that an English teacher might focus on in order to expose his/her students to stylistic variation in English is slang, the language of youth that is part of informal style.

The general population in Puerto Rico, as elsewhere, views slang as informal vocabulary, often characteristic of youth culture. This vocabulary changes constantly. Many language teachers feel that they have to portray a role model for their students and that using slang will not help them construct a good professional image. We can say, then that, teachers' views of slang are prescriptive. Their views are attached to a set of rules designed to give instructions regarding the "correct" or "proper" way to speak or

write. Other teachers and linguists such as Dundes and Shonhorn (1963), Kratz (1964), Poston (1964), Banchero and Flinn (1967), Algeo (1980), Maurer and Clay (1980), Labov (1992), MacFarland (1993), and Eble (1996) and an English as a Second Language teacher such as Burke (1998) have taken slang seriously and have a different view. They view slang descriptively. In other words, their objective is to describe a speaker's basic linguistic knowledge.

The relevance of studying slang

Even though slang has been described as "the idiosyncratic and deviant vocabulary of marginalized groups, and has never been taken seriously as a scholarly subject, one that can contribute to the understanding of language in general" (Eble, 1996, p. 2), I believe that slang is relevant for the study of informal style and for the presentation of style in language. In addition, even though the general population continues to hold a negative view of slang, for over forty years many educators, linguists, and psychologists have been interested in slang.

One linguistics teacher who has taught slang and has defended her decision to teach slang is MacFarland (1993). In order to motivate students and to teach linguistics, she developed a special assignment which consisted of the students writing an essay defining a slang term in as many ways as possible. She defended her work by stating that she created this assignment in order to show that slang was a legitimate field of study. MacFarland called this special assignment *The Dictionary of Slang Unit*. The lesson in the unit had two steps. The first step was for her, the teacher, to discuss slang 'theory' with her students; then she turned the unit over to the students so that they could brainstorm and select the terms they wanted to define in their essays. MarFarland also

highlighted the fact that "the dictionary of slang unit can reinforce a number of skills that students need to practice: critical thinking, analysis, research, synthesis (including incorporation of quotations) and writing for a particular purpose and audience" (p. 370).

Burke (1998) is an English as a Second Language teacher who defended his decision to teach slang and idioms in his classroom. He started by making a distinction between slang and idioms. He defined slang as nonstandard vocabulary of a given culture or subculture. According to Burke, "…slang is typically a nonstandard word, not a phrase as is an idiom. Slang words may or may not have alternative literal meanings. They may be 'made up' words. Slang would include words like *pooped*, to *down* a drink…" (p. 20). Burke related how at every year's annual Teachers of English to Speakers of Other Languages Convention he was approached by a teacher who was annoyed that he writes texts on slang and idioms. In 1997, he was approached by a teacher who told him that he was "contributing to the decay of the purity of the English language" (p. 20). In turn, Burke defended his position by saying that "…if you've chosen not to teach slang to your students, that's certainly your decision. But you must admit that the average native speaker does use a certain amount of slang and idioms in everyday speech" (p. 20) The teacher replied, "Well I certainly don't!…I'm sorry to be so agitated about this, but it just really ticks me off!" (p. 20). Burke described how he felt by saying, "It was like something out of a TV comedy…'Ticks..you…off?'…I responded with the jubilation and triumph of a lottery winner, That was slang! It was so natural to you that you don't even notice!" (p. 20). The teacher, in an uncertain way said, "No way! C'mon! that's just a colloquialism" (p. 20). Again, Burke described how he

felt by saying, “No way? C’mon? Those are both slang expressions!” (p. 21). The teacher burst out laughing and said, “You know, I didn’t even realize it!” (p. 21).

According to Burke, familiarizing students with slang and idioms is much more desirable than having students pick up slang haphazardly on the street. He said that, as educators, “we need not promote the actual use of slang, idioms, and certainly not vulgarities, but we do have a responsibility to familiarize the nonnative speaker with this type of language. After all, whether we like it or not, this nonstandard English has existed for years and will continue to exist. Knowledge of slang and idioms is fundamental…” (p. 23).

Another benefit besides the ones mentioned by MacFarland and Burke is that slang has academic as well as personal advantages. In her article, *Lenguaje propio del proceso de desarrollo*, Parés (2001) interviewed an adolescent psychiatrist, Michael Woodbury. According to Woodbury, parents can benefit from learning slang. On the personal level, he does not think that adolescents use slang to separate themselves from their parents, but he does think that change always exists and that parents can be left behind if they do not try to stay up-to-date and learn to communicate the way their own children are communicating (p. 6).

Taking into consideration what Michael Woodbury said (as cited in Parés, 2001), my study of informal English language use, with a focus on slang, has advantages. According to Woodbury, parents need to be up-to-date with their childrens’ ways of communicating. Teachers also need to learn their students’ ways of communicating. Parents and teachers are the closest role models for students. In order for there to be close communication and understanding among these three groups of people - parents,

teachers and students - all three groups need to find out and learn how the others are communicating. I agree with Woodbury, and, in my view, Puerto Rican parents and English teachers can benefit from my study and learn to communicate with youth by understanding and gaining knowledge about adolescent slang.

The literature that I reviewed on informal style and slang focused on slang in monolingual settings and at the college level. I did not find any study of informal style and slang in a bilingual setting such as Puerto Rico or at the high school level. The work for this thesis was conducted in Puerto Rico, which, according to Blau and Dayton (1997), can be described as an English-using society which in some ways appears to be an English as a foreign language (EFL) English-using society and in other ways an English as a second language (ESL) English-using society. The one feature that seems to lead Blau and Dayton to conclude that Puerto Rico resembles an EFL society is that in Puerto Rico English is not used in informal domains (p. 143).

The central concern of the thesis was two-fold: 1) to provide Puerto Rican English teachers with materials through which they can introduce style, particularly informal style with a focus on slang and 2) to expose Puerto Rican students in the English classroom at the high school level to the concept of style through informal style with a focus on slang, a topic to which they can relate.

Objectives

The objectives that guided this study can be stated as follows:

1. To create a teaching unit of lesson plans on style, with an emphasis on informal style, at the lexical level, and a focus on slang, in order to expose students to informal English language use.

2. To find out if the unit is received positively by the students.
3. To analyze the slang elicited through the teaching unit from the standpoint, primarily, of morphology.
4. To find out if media (radio and TV) have an influence on the creation and promotion of slang.
5. To find out if slang, an informal use of English, used by students in a bilingual setting such as Puerto Rico, leads to the re-evaluation of Puerto Rico an EFL/ESL English-using society in informal domains of use (Blau and Dayton, 1997).

Chapter II: Literature Review

Stylistic variation

According to Cipollone, Hartman, and Vasishth (1998), nobody speaks the same way to everybody. We change our language according to what we are we talking about, where we are we talking, and to whom we are talking. These variations are described as "formal" or "informal" speech styles (p. 401). Formal style is to use "careful" language with people of higher status. Informal style is to use "casual" language, which most of the time is used with people with whom we share solidarity. People shift between these two styles depending on the situations above. Cipollone, Hartman, and Vasishth stated that people are always "automatically adjusting from one speech style to another" in a process they call "style shifting." As they pointed out, "speech styles differ in at least three major ways: in pronunciation, in syntax, and in vocabulary" (p. 401).

In terms of pronunciation, Cipollone, Hartman, and Vasishth gave two examples of how pronunciation and phonology can be altered by "casual" or "fast speech" (p. 401). The two examples are: "dropping *g*'s" (changing 'ing' to 'in') and the inappropriate use of contractions. About dropping *g*'s, they gave two different views. The first view was "we all know about 'dropping *g*s' because most of us have had teachers who told us not to do it" (p.401). The second view was "if you listen very carefully, you will find that people you think never 'drop their *g*s' do so sometimes, and others who you think always 'drop their *g*s' actually use them sometimes" (p. 401).

Similarly, there are different views about the use of contractions. Cipollone, Hartman, and Vasishth think that even though students may have been taught not to use contractions, sometimes contractions are necessary because if students do not use them,

they will sound strange. As they put it, "in speech, however, it is extremely formal, even stilted, not to use contractions. Contractions like *he'll*, *she'd* and *can't* are relatively neutral in style. But in tag questions like *Herbert could do that, couldn't he?*, the contraction of *not* is almost obligatory" (p. 401).

In terms of syntax, Cipollone, Hartman, and Vasishth suggested that in casual speech speakers do not use the same constructions as they do in writing or in speaking to unknown people. They gave two examples of constructions that speakers do not use everyday, which are used for formal occasions only. The two cases are the subjunctive in an if-clause and sentences in the passive voice. For the subjunctive in an if-clause they said the following, "many people today don't use the English subjunctive at all, or if they do, it is reserved for their most formal style" (p. 402). They view passive constructions similarly.

Finally, in terms of vocabulary, Cipollone, Hartman, and Vasishth made a distinction between a speaker's "bad language" and a speaker's "best language" (p. 402). Best language is known as formal language. Bad language is known as informal language. Slang is a part of informal or "bad language." They classified slang into two subcategories: common slang, and in-group slang. They defined common slang as "the nearly neutral everyday language that is just a little too informal for letters of application and the like" (p. 403). They defined in-group slang as "the more specialized, 'slangier' slang of a particular group at a particular time" (p. 403). In both cases, "slang responds to a need in people to be creative in their language use and to show group membership (often unconsciously) through their language use" (p. 403).

The debate about the definition of college slang

For over forty years, there has been a debate about the definition of college slang. According to Banchero and Flinn (1997), Dundes and Schonhorn (1963) counted words that they found on a university campus as college slang words regardless of whether the words were used elsewhere off campus. Kratz (1964), on the other hand, (as cited in Banchero and Flinn, 1967) believed that "college slang words are those used exclusively on campus" (p.51).

Poston (1964) proposed a "tripartite distinction" to define slang vocabulary. First, there is slang vocabulary shared by college students and native speakers of English. Second, there is a vocabulary that is used to talk about campus social life in general, and third, there is a more special vocabulary used as an in-group vocabulary within campus groups such as fraternities and sororities (p. 115).

Taking into account the previous research of Dundes and Schonhorn, Kratz, and Poston, Banchero and Flinn (1967) provided their own working definition of slang. According to Banchero and Flinn, "we believe that our position is more or less in agreement with that of Poston, who indicates the necessity of distinguishing between words which the students bring to campus and words which they have learned there" (p. 52). They made a distinction between college slang and general American slang. College slang is slang learned on a college campus.

In a contribution to the description of college slang made thirty-three years after the contribution of Dundes and Schonhorn, Eble (1996) recognized that there was a problem in providing a general definition of slang. She defined slang as "an ever changing set of colloquial words and phrases that speakers use to establish or reinforce

social identity or cohesiveness within a group or with a trend or fashion in society at large" (p. 11). Even though she gave this definition, she recognized that it has been difficult to define slang. She mentioned some linguists who also had problems defining slang. For example, in (1978), Dumas and Lighter (as cited in Eble, 1996) proposed a list of four items that should identify a word as slang: 1) if a word shows up in written or spoken context and lowers the formality of the conversation or text, 2) if its use demonstrates familiarity with the referent or the subculture that uses the word, 3) if its a prohibited term while talking to people of higher status, and 4) if it is used as a synonym to a) feel comfortable while not using fancy vocabulary or b) protect the user from having to elaborate further. Eble concluded that Dumas and Lighter focused on the power to unite speaker and hearer but that their definition of slang required further elaboration in function and use.

Instead of providing a definition of slang, Eble recognized consistent characteristics of slang. First, slang is ephemeral. This means that slang is constantly changing. In other words, slang does not have staying power. Second, slang is innovative. According to Eble, "innovation is an important attribute of language; hence, innovation is an important attribute of slang too" (p. 18). So Eble suggested that we hear new words everyday in our life, so we start to use them because they feel "comfortable and nonthreatening" and we start to innovate with them (p. 18).

Third, according to Eble, slang identifies a person within a group fostering solidarity. In other words, if someone uses slang with another, it means that either he/she knows the person or identifies with him/her. The last characteristic that Eble attributed to slang is that slang is colloquial. Slang is spoken, but rarely written. Eble clarified the

difference between colloquialisms and slang by saying that "slang is largely colloquial…But not all colloquial expressions are slang" (p. 20). She gave as an example the word *Shut up* meaning 'be quiet.' This word is rarely written, but it is not slang. This word can be used by everyone in a specific context. She also stated that "not all words with informal connotations are necessarily slang" (p. 20). For example, if someone says *decaf,* it is a more casual and informal way to say 'decaffeinated coffee,' but it is not slang. *Decaf* is a word of common knowledge and does not match up with one of the characteristics of slang words, which is to identify a person within a group.

Just as Eble told the reader what slang is, she also told the reader what slang is not. She said that slang must be separated from items such as regionalisms, jargon, obscenity, and argot. For example, "regionalism is vocabulary that is typical of one region" (p. 19). This does not mean that since regionalisms are words used by an identifiable group, they are slang. She also gave the example of *Y'all* instead of *You all*, which is used by the people of New Orleans. Slang is also not jargon. As Eble defined it, jargon is "the vocabulary used in carrying out a trade or profession or in pursuing an interest or hobby" (p. 19). For example, c*ursor* and *mouse* are part of computer jargon. According to Eble, even though slang includes some "taboo subjects," not all slang words are improper. Finally, Eble pointed out that slang is not argot. Argot is "the specialized and sometimes secret language of thieves and other groups that operate on the fringes of the law" (p. 21). Not all groups that use or create slang are associated with illegal behavior.

In conclusion, Eble tried to provide a definition of what slang is and what slang is not but pointed out that "users of American English who want to know whether a given

word is or is not slang are destined for disappointment" (p. 22). She recognized that the definitions of slang of other linguists such as Dumas and Lighter are not complete and tried to elaborate on her own definition through her personal experience. At the end, she realized that trying to provide a definition of slang was fruitless. Given that she found it impossible to define slang, she followed Gore (1895) who did not define slang "but accepted an expression as slang `because it was so regarded by the students who handed it in" (Eble, 1996, P. 132).

The origins of slang and word-formation processes

In order to determine the kind of word-formation processes used among slang users, Algeo (1980) conducted a study in which he chose 1,000 words from the *Barnhart Dictionary* and then he established the etymology of those words. Then, he sorted the words into groups according to the processs by which they were created. The results showed that only half of one percent of the sample words had unknown etymologies, but Algeo estimated that there was uncertainty in deciding the etymology of 10 to 20 percent of the sample words, for example, *cowabunga*, defined as a 'surfer's cry when riding the crest of a wave'. Algeo stated that "we know who made the word, when, where, and why, but not how…The etymology of this word, remains something of a mystery" (p. 268).

So, where do all the new words come from? According to Kratz (1964), "to anyone who has spent much time among college students, this can come only as a tremendous surprise. The average college student, is as creative in the area of slang, as he is in the classroom" (p. 193). In addition, according to Algeo (1980), "overwhelmingly they come from novel combinations of word parts that are already in

the language, for example, a combination of the prefix *de-* and the verb *hire* to make dehire" (p. 272). He also thought that "today especially, new words are easily made, and because of the marvels of mass communication they are quickly disseminated" (p. 264).

Maurer and Clay (1980) presented a perspective similar to that of Algeo. According to Maurer and Clay, "some words are already in the language and acquire fresh meaning by use in new situations" (p. 184). Maurer and Clay went deeper than Algeo by saying that most so-called new words in our culture are really not new at all. They pointed out that many words seem to be new because the general culture has not heard them, but sometimes the words are very old. They also said that some people who can not find unfamiliar words in the dictionary classify unfamiliar words as new words.

Eble (1996) agreed with Algeo (1980) in the sense that slang words come from combinations of word parts that are already in the language. According to Eble, "the forms of slang result from the same ordinary word-building processes that produce the general vocabulary" (p. 48). In her slang study, Eble found interesting patterns that students used to invent slang words that often came from the students' knowledge of the sound system and word-building processes of their culture. In her study, she found different word-formation processes such as: compounding, affixation, functional shifts, shortenings, blending, playing with sounds, semantic fields, multiple and folk etymology, and borrowing.

Compounds are words consisting of parts that are themselves words (Eble, 1996, p. 26). Compounds can be created from individual words of various parts of speech. Probably the most common type of compound in slang is the NOUN+NOUN pattern, for example: the verb *batcave* 'sleep' (*bat* [subject] lives in a *cave* [object of locative

phrase]) and *cheeseman* 'socially inept person' (*man* [subject] is *cheesy* [adjective]) (p.31). For the process of affixation, Eble pointed out that students combine prefixes and suffixes freely and end up with words such as *megabooks* and *megabitch*, for example, that teacher is such a *megabitch*.

Eble described the process of functional shifts. For example, a noun shifts to a verb in *flag* 'make the grade F' (I'm afraid I *flagged* that test). In the process of shortening, Eble stated that English is constantly abbreviating words ending with forms like: *phone* from *telephone*, and *TV* from *television*. These shortened forms are more informal and convey a more casual attitude. When words are shortened, sounds can be eliminated from the beginning (*airplane* > *plane*) or end (*graduate* > *grad*) or both (*influenza* > *flu*). Eble stated that shortening is used frequently in college slang. The most frequent pattern of clipping, Eble found, was the loss of sounds from the ends of words, for example: *bod*, from body. The process of blending, which is a combination of shortening and compounding, puts together pieces of words and their meaning. Thus, in blending, *brunch* is formed from *breakfast* and *lunch* and means 'a meal that combines breakfast and lunch'. Blends are popular in food products for example: *charbroiled* burgers, *cranapple* juice and *croissan'wich*. According to Eble, "although blends are fashionable in the marketplace, college slang makes little use of this process of word formation, with only about a dozen examples; *buel* (*body*+*fuel*) 'food, to eat voraciously'; *droned* (*drunk*+*stoned*) 'unaware because of alcohol or drugs'…" (p. 38).

Slang can also be constructed by playing with sounds, and the role of phonology as a productive motivation in slang should not be underestimated. According to Eble, "manipulating sounds for fun is consistent with the flippant, venturesome spirit of much

slang use. Hence the polite apology *Excuse me* is playfully pronounce *Screws me*, *Squeeze me*, or *Exsqueeze me"* (Eble, 1996, p.39).

Mistaken etymology, better known as folk etymology, is another process of slang creation. Folk etymology is a kind of analogy, a cognitive strategy that makes the unknown fit the pattern of the known and that treats the unfamiliar as familiar or believable (Eble, 1996, p. 47). A possible example of folk etymology from college slang is the development of the form *crip course* for 'an easy course'. The phrase *crip course* had been well established in college slang for decades, formed as a clipping of a *cripples' course*, or perhaps a *crippled course*. At the time *crip course* was created, the noun *cripple* for 'someone who is lame' was common (p. 47-48).

According to Eble, an important source of new words throughout the documented history of English has been borrowing (p. 38). Eble made two interesting statements about borrowing. First, "borrowing from foreign languages is not a feature of slang in general or of college slang. This is not surprising. By its very nature slang is not outreaching and cosmopolitan, for its primary function is to bind people of similar persuasions" (p. 39). She says that students use foreign borrowings in a playful way, when they are taking foreign language classes and they try to make sense or remember the sounds of that language. Thus, they take into their slang expressions like *osmosis amoebas* 'good-bye', formed on the Spanish farewell *adios amigos* (p. 39). Second, she asserted that "slang does borrow from a second language that is part of the culture" (p. 39).

Dissemination of slang

Eble (1996) not only had the same opinion as Algeo (1980) with respect to word-building processes, but she also had the same opinion with respect to how words are disseminated by mass communication. According to Eble "the slang of college students likewise draws its allusions from leisure activities, in particular from the areas of sports, films, popular music, and television. After all, it is such extracurricular interests that allow for sociability among students…" (p. 88).

In terms of the way slang is disseminated by films, Eble, gave the example of the 1989 movie *Bill and Ted's Excellent Adventure*, which gave new and trendy intonation and meaning to the English word *excellent* and probably influenced the "Wayne's World" sketch on *Saturday Night Live* and a 1992 film of the same title that proved to be an important source of allusions for teenage and college slang in the early 1990's. According to Eble, "it is often through films that the American public is exposed to the distinctive vocabulary of African Americans, homosexuals and other groups, and it is likely that borrowing from these groups takes place more through films or television than by personal association." (p. 89).

According to Eble, music is also important in slang dissemination. She stated that today's college students are more technological and bring their technology everywhere they go. Thus it is not rare to see them studying with earphones and listening to music while they are in their own world. It is not surprising also that they adopt the words used in the lyrics of the songs and use them with their peers. Eble provided the example of a slang word that college students acquired as a synonym for 'engage in sex' in 1990 from the dance song *Doing the Humpty-Hump.* Another example is the African American

expression *straight up*, meaning 'honestly,' which became widely used in 1990 because of a hit song by Paula Abdul. Eble noted that "the late 1980's and early 1990's carried rap music from black inner-city contexts to the world, opening space into society's awareness and imitation. Expressions like *Audi 5000* 'good-bye', *O.P.P.* 'a male or female who is romantically committed to someone else', *posse* 'friends', and *word up* 'a signal of agreement' entered the slang of college students, both African American and white, directly from the lyrics of rap music" (p. 90-91).

Eble also noted that the debut of MTV in 1981 made song lyrics accessible, for young people could indulge in their two favorite pastimes at once, music and television. As she put it, "on MTV the latest hit music is performed and interpreted dramatically by the musicians who recorded it, often with innovative camera work, elaborate sets, special effects, and trend-setting styles in clothing, jewelry, and hairdos" (p. 91).

Eble made a clear statement when she said that regardless of who invents the expressions picked up from films, musical lyrics and television, these expressions can be disseminated nationally in a single night. She gave the example of the 1985 hit series *Miami Vice*, which made available to a large portion of society a vocabulary of vogue that allowed them to identify with a style rather than with a group. She said, "*Miami Vice* exuded the latest in style – in photographic technique, music, flashy cars, fast boats, and clothing" (p. 94). According to Eble, "on *Miami Vice*, no activity ever happens; it *goes down*: 'The deal is going down right now.' Instead of *hello* and *good-bye*, characters say *What's happening*?, *What it is blood*?, and *Check you later*…" (p. 95).

So far, I have discussed the word-building processes and dissemination patterns of slang among the youth culture in the United States, where English is a first language. In

the next section, I will discuss the case of slang among youth in Puerto Rico, where Spanish is the first language and English is the second language.

Puerto Rico as an English-using society

According to Moag (1982) (as cited in Blau and Dayton, 1997), English using societies can be classified in four categories: English as a native language (ENL), English as a basal language (EBL), English as a second language (ESL), and English as a foreign language (EFL). ENL and EBL societies are those in which English is a first language. ESL societies are those in which English is the first language of a statistically insignificant percentage of the population but the second language of a much higher, though not always high, percentage. EFL societies are those in which English functions as an international language.

As a Commonwealth, Puerto Rico (PR) has political ties to the United States (US). This political status, together with the US citizenship of Puerto Ricans, expands the role of English in PR well beyond that which it has in EFL societies (Blau and Dayton, 1997, p. 138). Blau and Dayton concluded that with respect to informal domains of use, the language of higher proficiency, and the degree of informal learning, Puerto Rico resembles an EFL society. With respect to degree of official recognition, the percentage of the population using English, the percentage of English-using groups, formal domains of use, and an internal reference group for the target variety of English, Puerto Rico resembles an ESL society.

Though Blau and Dayton concluded that PR resembled an EFL society with respect to informal domains of use, to verify this conclusion, further studies in informal contexts need to be done. Since informality and the context in which English is used in

Puerto Rico is a point of debate, to conduct the present study, I will use slang, which according to Labov (1992) is largely informal spoken language.

Slang in Puerto Rico

According to Figueroa (1999b), current slang users in Puerto Rico are known as 'generation Y'. Figueroa gives three characteristics of 'generation Y': 1) they are teenagers between the ages of 12 and 17, 2) they represent 11 percent of the population, and 3) they share clothing style, music, and a vocabulary that uses anglicisms and slang (p. 2A).

According to Parés (2001) it is between the ages of 12 and 17 that adolescents experience many physical and psychological changes and they try to reaffirm their identity. Parés states that today's teenagers look for a space and want to be understood by using particular forms that can create barriers when they communicate with group outsiders. (p. 6).

According to Figueroa (1999a):

> What for their parents were 'novias,' (girlfriends), and for generation X 'jevas,' are now called 'guerlas'. A person who has good status in society is 'rankeao'. Friends treat each other as 'socio,' 'flaco,' 'brodér,' or 'mano'. 'Monchis' is a synonym for hunger, 'tripioso' is something like entertaining, 'gufeo' is to have fun, 'garet' is a synonym for cigarette and 'raitru' for telling the truth. (p. 4A)

In her newspaper article, "El hablar de los jóvenes," Morales (2001a) is concerned with the way Puerto Rican teenagers are communicating and she tries to look for answers to questions that "many adults and parents ask themselves when they encounter groups of students talking among themselves" (p. 4), such as: why does today's youth talk in such a

strange way? And what is happening to this generation that we can't understand a bit of what they are talking about? (p. 4).

In search of answers to these questions, Morales interviewed students at the University of Puerto Rico in Rio Piedras. One of the students, Wanda Fraguada, thought that every generation has its own slang and when they grow up, they leave behind that type of vocabulary. Wanda said, "I use certain words, a shorter version, so I don't have to give an extensive speech while I talk to my 'panas'. Instead of computer we say 'compu'…I think we do it, because we are lazy, but also because we like to call them that, because it sounds 'tripioso'"(p. 5). Wanda also said that sometimes she uses those words, because she doesn't want to be called "jíbara del campo" or she doesn't want people to think she isn't "cool" (p. 5). Lourdes Pereira, another university student interviewed by Morales, said that this vocabulary is used as a way of being different from the adults. Lourdes stated, "It's simply our way of talking" (p. 5).

While being interviewed, students said that they did not think they will use words like "chilling" and "tripeo" once they graduate from the university and become professionals (Morales, 2001a, p. 5). Javier Carrión, viewed slang as "a virus, that is contagious and temporary" (p. 5).

In another article, Morales (2001b), expressed the same thinking as the student that she interviewed in the earlier article. She said that slang is a "transitory fashion, that is part of their development and that goes hand in hand with the environment in which they grow up and the historical situation in which they live" (p. 8).

Morales (2001b) interviewed the linguist, Maria Vaquero, who thought that, "in general, it's no problem, but if the person doesn't change this form of expression or

doesn't get over it, it can really affect them… This period begins in adolescence and at the age of 19 to 20 it begins to decline" (p. 8).

Iris Y. Reyes and Marcelino Canino, two other linguists that Morales (2001b) interviewed, both agreed that, in contrast to other generations, today's is distinguished because they adopt many words from English and create many "Spanglish" words. But they said, "this doesn't mean that this manner of expression is a threat to the Spanish language and it doesn't necessarily create a communication problem" (p. 8). Reyes added that slang is an "incidental way of communication, so it doesn't suggest a threat to the standard Spanish language" (p. 8). Canino also added, "we don't have to be in a state of alert with this form of expression, or think that there is a linguistic problem or that the Spanish language is going to disappear" (p. 8).

This chapter has involved the following topics: stylistic variation, the definition of slang, the origins of slang and word formation processes, the dissemination of slang, Puerto Rico as an English-using society, and slang in Puerto Rico. Given these topics as a framework, the research questions that this thesis addressed, as they relate to the objectives in the first chapter, were the following:

Research Question #1:

a) What will a teaching unit of lesson plans on style, which is created with an emphasis on informal style at the lexical level and the elicitation of slang in order to expose students to informal language, contain?
b) Will the unit receive a positive reaction from public high school students in the 10^{th} grade and will it foster their learning of the differences between informal and formal English language use?

Research Question #2:

a) What slang words in English, Spanglish, and Spanish are used among public high school students in the 10th grade and what, in terms of morphology, contributes to their formation?

b) Do media (radio and TV) have an influence on the creation and promotion of slang?

Research Question #3:

Does English language and Spanglish slang in a bilingual setting, such as Puerto Rico, lead to the re-evaluation of Puerto Rico as a mixed ESL/EFL English-using society in informal domains of use (Blau and Dayton, 1997)?

Chapter III: The Teaching Unit

Research Question 1a asked: What will a teaching unit of lesson plans on style, which is created with an emphasis on informal style at the lexical level and the elicitation of slang in order to expose students to informal language, contain?

To address this question, I developed and field tested a teaching unit, *The Style Unit*, which had six lesson plans, with five groups of 10th grade students studying English at Margarita Janer Palacios High School, which is located in the center of the town of Guaynabo. The teaching unit was field tested over a period of three and a half weeks from April 13th to May 3rd during the academic year 2004-2005. To field test the unit, I obtained authorization from the principal of the Margarita Janer Palacios High School (see Appendix A). As the pedagogical material developed in the unit did not deviate from the English standards of the Puerto Rican Department of Education, and as the five groups of students that I taught all used the same material in class, I did not obtain consent from the students. The first part of this chapter describes the social context in which this teaching unit was developed and field tested. The second part of the chapter presents the teaching unit itself.

The Social Context for the Development and Field testing of the Unit

The social context for the development and the field testing of the teaching unit includes: a description of the municipality in which the high school was located, a description of the high school and the English classroom, a description of the academic programs in the high school and the student participants, and a description of the researcher.

Guaynabo

Guaynabo is a town, or municipality, located in northeast Puerto Rico. The town of Cataño is to the north of Guaynabo; Aguas Buenas is to the south; the capital of Puerto Rico, San Juan, is to the east, and Bayamón is to the west (Appendix B). Guaynabo is divided into ten *barrios*: *Pueblo Viejo, Frailes, Camarones, Amelia, Santa Rosa, Guaraguao, Barrio, Hato Nuevo, Sonadora, Mamey*, and *Guaynabo Pueblo*, where the school is located. Guaynabo used to be called the second capital of Puerto Rico and is currently referred to as a five star city.

To find out socio-economic information about Guaynabo, I visited the office of the mayor. The mayor's office gave me an undated document with the title: *Información del Municipio de Guaynabo* produced by the *Municipio Autónomo De Guaynabo Departamento de Cultura y Turismo*. The document displayed general socio-demographic characteristics of the population in Guaynabo. According to this document, Guaynabo has 100,053 inhabitants and is the richest municipality in Puerto Rico. Its budget increased from $38,407,933 in federal and ordinary funds in 1993 to $103,009,493 in 2003. The majority of the population of Guaynabo, 62%, is concentrated in *Frailes* (33,023), *Pueblo Viejo* (26,109), and *Guaynabo Pueblo* (3,056) which are *barrios* close to the metropolitan area of San Juan, the capital city of the island. The median income of the 100,053 inhabitants is $30,209 with 7,633 people under the poverty level. The level of education is distributed as follows: 28% have a grade level below a high school diploma; 17% completed high school and have a diploma; 55% have education above the high school diploma. Out of the 55% that have an education above the high school diploma, 35% have completed a bachelor's degree. The work force is

distributed as follows: 19% of the population works in the education or health industry, 13% works in the field of service, and 11% works in small businesses. The other 43% of the workforce is distributed across ten other industries, including, for example, construction and finance, and public administration.

Margarita Janer Palacios High School

There are three public, community high schools [1] in Guaynabo, Rosalina C. Martínez High School, Josefina Barceló High School, and Margarita Janer Palacios High School, whose students come from three junior high schools: Mariano Abril Junior High, Rafael Martínez Nadal Junior High, and Arturo Morales Carrión Junior High. This study was conducted at the Margarita Janer Palacios High School, which, since it is located in the metropolitan area, has a larger student population than many island high schools. According to the Director of the school (personal communication), there are 1,019 students at Margarita Janer Palacios High School, all but a few of whom live in Guaynabo. Eighty-six percent (n=876) of the 1,019 students are under the poverty level, which seems surprising since Guaynabo is the richest municipality on the island and since the median income is relatively high. Eighty percent of the students that enter the high school complete the 12th grade and graduate; 20% drop out of school or transfer to night school. The students at the high school are divided into fifteen 10th grade groups, thirteen 11th grade groups, and twelve 12th grade groups. The school has a faculty of sixty teachers with a total of nine English teachers; three for each grade.

[1] Community schools are schools in which the community, and this includes parents, neighbors and people that live in the community where the school is located, can participate actively and be part of the school community. Therefore, they are responsible for participating in the school's activities, for helping to maintain the school, and for making sure the school functions correctly.

Margarita Janer Palacios High School is located in the center of Guaynabo, behind the future Luis A. Ferré School of Fine Arts, three blocks away from the City Hall and *El Centro de Bellas Artes,* and a twenty-minute walk from a shopping center that has many fast food restaurants and a movie theater. The shopping center, which is our students' biggest distraction, is where our students go for lunch.

Margarita Janer Palacios High School is 45 years old and has eight cement buildings (Appendix C). The main building, with three parts: 1, 2, and 8, has four stories and contains the principal's office, the two school counselors' offices, the social worker's office, and the classrooms of teachers who teach English, Spanish, Math, Biology, Chemistry, History of Puerto Rico, History of the United States, Elections Processes, Health, Responsible Parenting, Home Economics, Baking, and the Advanced English, Math, and Spanish courses.

The Business Administration building, Building 4, has two stories with five classrooms on the ground floor and four classrooms on the second floor. Five different courses are taught on the ground floor, only one of which is a business course, the Marketing course. The four other courses are 11th grade English, 10th grade History of Puerto Rico, 10th grade Math, and 12th grade Math. The second floor classrooms are bigger than the first floor classrooms because they contain computers, and business administration courses such as Typewriting, Marketing, Accounting, Company development, and Filing are taught in these classrooms.

The *Anexo* building, Building 7, has two stories. The school's lunch-room is on the ground floor: the 11th grade English, 10th grade Spanish, Chemistry, Art, and Music classrooms are on the second floor. Three Special Education classrooms are in Building

5. The library, is located on Building 6. The faculty room, which is decorated with pictures with encouraging messages and paintings that have to do with teaching, is in an unnumbered building next to Building 3.

The Vietnam building, Building 3, which gets its name from the number of times it has been robbed, is located at the back of the school, behind the faculty room. The Vietnam building has one row of four classrooms and another row of three classrooms. The row of four classrooms contains the 11th grade Math, Geometry, 12th grade English, and 11th grade Spanish classrooms. The other row of classrooms contains two History of Puerto Rico classrooms and one 10th grade Math classroom. Because this building is located at the back of the school and has a lot of vegetation, it is regularly vandalized by outsiders who jump the fence at night and steal audiovisual equipment from the school. Even though the school has put bars on the windows of the majority of the classrooms and has asked the Department of Education for night guards, thieves still manage to enter.

The teachers and the students of Margarita Janer Palacios High School have a daily schedule that differs from the regular 8:00A.M. to 3:00P.M. schedule which other public high schools follow during which students take six fifty-minute classes five days a week. The students at Margarita Janer Palacios High School take three one hour and forty minute classes per day. One week they take three classes on Monday, Wednesday and Friday and other three classes on Tuesday and Thursday. The next week, they take the three classes they took on Monday, Wednesday, and Friday on Tuesday and Thursday; and the three classes they took on Tuesday and Thursday; on Monday, Wednesday, and Friday. The school developed this schedule, which is currently under revision, in 1993 with the idea of trying to familiarize students with a university schedule. Five of the six

classes the students take involve the core academic subjects: English, Spanish, Mathematics, Social Studies, and Science. One class involves a non-core subject. Three of the non-core subjects, Health, Responsible Parenting, and Physical Education, are mandatory; the other three non-core subjects are subjects students elect to take from a selection which includes, among others, Baking, Home Economics, Music, and Art.

The English Classroom

The classroom in which I teach is located on the ground floor of the main building. To get to my classroom, students must enter through the school's main gate, continue down the hall between the Director's office and the Business Administration building, and walk down the stairs through an area which the students refer to as *la jungla* (the jungle) because of the trees, to the faculty parking lot. The classroom is in front of the faculty parking lot and next to both the basketball/volleyball court and the Physical Education classroom. Unfortunately, the environment of this ground floor classroom distracts the students because there is a constant stream of students passing by the classroom on their way to the basketball/volleyball court and because it is next to the Physical Education classroom which can be loud when salsa courses are taught there. The classroom has one door which is used as both an entrance and an exit. I try to keep the door closed most of the time in order to prevent outside noise from entering. The classroom, which has one wall of eight barred windows, can get very hot. It is right next to the faculty parking lot, and on a hot day, the heat from the tar rises and comes inside the classroom.

Even though I try to make the classroom look nice with pictures and decorations, the students do not find the classroom an attractive place to learn English. The classroom

is painted pastel yellow with a terracotta orange color on the columns that support the roof; it has one fan, and the students fight to sit next to it. It also has two green chalkboards, on which it is difficult to write because they have been recycled, a teacher's desk, 32 student desks, two file cabinets, and two bookshelves which contain 32 literature books and 32 conversational English books, which the students do not like to use because they find them boring. Since the room is not equipped with an overhead projector, a screen on which to project transparencies, a TV, a VCR, or a radio, I have to borrow these items from the library at school.

The Academic Programs

There are three academic programs at Margarita Janer Palacios High School: the Advanced Program, the Business Administration Program, and the General Program. According to the Director of the school, the students are placed in each program based on 1) their grade point average (GPA) and 2) the score that they obtain on the Mathematics part of the standardized exam, *Pruebas de Habilidad General*[2].

The Advanced Program

Students in the Advanced Program graduated from junior high school with a 3.50 GPA or higher and have the highest scores on the standardized exam. If students in the Advanced Program find the classes too difficult, they can request a transfer to either the Business Administration Program or the General Program. The students in the Advanced Program are called the *Talented Group* by teachers and administrators and are separated

[2] The standardized test or state tests, the *Pruebas de Habilidad General,* are given to students in third, sixth, eighth, and tenth grades in order to measure students' knowledge in three subjects: Spanish, English, and Math. The purpose of the test is to determine students' percentile and according to this, evaluate whether students qualify to receive scholarships. It is also used to place students in different programs.

from the general population because the school believes that these students need to be together with other students who share their same characteristics of being hardworking, studious, and talented. Being together helps the students to share, learn, and compete for excellence. The students are encouraged to maintain their GPAs; if their GPAs go below 3.00, they can be moved to the Business Administration Program or the General Program.

The students who are in the Advanced Group take the same History, Science, Physical Education, and Health courses that the students in the Business Administration Program and the General Program take, but they take different English, Spanish, and Mathematics courses. The English, Spanish, and Mathematics courses for the Advanced Group are more demanding. For example, in the English course, the students work on grammar, oral communication, and reading comprehension exercises similar to those of the students in the other two programs, but their grammar exercises are more complex; their reading material is longer, and their lessons require deeper analysis. By the end of high school, they should be able to debate, write essays, analyze films and songs, and read novels. Students in the Advanced Program in 10^{th}, 11^{th}, and 12^{th} grades are eligible to take the Advanced Placement Exam in English, Spanish, or Mathematics and earn up to nine university credits.

The Business Administration Program

Students in the Business Administration Program graduated from junior high school with a 2.00 GPA or higher, have decent scores on the standardized exam, and do well in an interview with the Team Leader of the program to enter the program. They also demonstrate interest and have the motivation to participate in extracurricular activities and workshops sponsored by Future Business Leaders of America. The

Business Administration Program is divided into four fields of study: Accounting, Marketing, Data-Entry, and Secretarial Sciences. The purpose of the program is to prepare the students so that they can find a job as soon as they graduate from high school. When they graduate they earn two diplomas, a high school diploma and a Business Administration certificate, which is equivalent to an associate degree in their field.

The students who are in the Business Administration Program take the core courses of English, Spanish, History, Mathematics, and Science, but they also take Business Administration courses such as Accounting, Marketing, Typewriting, Filing, etc. The students in the Business Administration Program have the same curriculum for the English class as the students in the General Program; however, they also use a supplementary text, *Leading to Professions*. While using this book, students practice how to write business letters in English, how to work with and fill out bank forms and applications, and how to write resumes.

The General Program

Students in the General Program graduated from junior high school with less than a 3.50 GPA and have the lowest scores on the standardized test. Because their GPA is less than a 3.50, they can not be part of the Advanced Program. Some students from the General Program meet the requirements to be part of the Business Administration Program, but if they are not interested in being part of this program, they stay in the General Program. The majority of the students in the General Program are special education students with Attention Deficit Disorder (ADD), students who failed previous

grades and took the *Examen de Ubicación*[3] to go to high school, and students who dislike school and like to cut class. In contrast to the students in the Advanced Program and the Business Administration program, who are either studious and focused toward entering college or focused and guided toward the job market, the students in the General Program drop out of school or transfer to night school. The majority of the students in this program do not have educational goals beyond high school.

The Student Participants

Table 1 shows the distribution of the five groups of 10th grade students, for whom I was the English teacher, by academic program and gender. As shown in the table, overall, 44% of the students were males while 56% of the students were females. Sixty-seven percent of the students came from the three groups of students in the General Program (10-6, 10-7, 10-10), the program with students who do not have educational goals beyond high school; 23% of the students were part of the Business Administration Program (10-12), the program with students who are focused on entering the job market immediately after high school, and 9% of the students were part of the Advanced Program (10-9), the program with students who wish to go to college after high school.

[3] The *Examen de Ubicación,* is a placement exam given to students from 4th to 9th grade that measures students' knowledge in the five core courses: English, Spanish, Math, Science, and Social Studies. The purpose of this exam is to place a student who has failed for two or more years in the appropriate grade level.

Table 1. Distribution of tenth grade students by program and gender

Groups	Program	Males	Females	Total
10-6	General Program	5	4	9
10-7	General Program	17	6	23
10-9	Advanced Program	12	17	29
10-10	General Program	8	8	16
10-12	Business Administration	2	20	22
Total		44	55	99

As we will see in the discussion of the lesson plans, I administered a questionnaire with which I collected socio-demographic information that I called the *Socio-Demographic Information and Influence of Media on Slang (Informal language) Questionnaire* during the class guided by Lesson Plan #2. Part I of this questionnaire asked the students for socio-demographic data. Ninety-two students out of the registered 99 were present the day I administered this questionnaire. Of these 92 students, 53% (n=49) were females while 47% (n=43) were males. Fifty-two percent (n=48) reported that they were fifteen while 45% (n=41) reported that they were sixteen. Only 3% (n=3) were seventeen years old. Ninety six percent (n=88) of the students were born in Puerto Rico, and 88% (n=81) reported that they were from Guaynabo. Ninety-six percent (n=88) of the students' fathers and 99% (n=91) of the students' mothers were also born in Guaynabo. Only 18% (n=17) of the students reported that they had lived in the US, and eight of these students were in 10-7, a General Program class. Fifty-one percent (n=47) of the students reported that they spoke English, but only 18% (n=17) reported that they spoke English fluently. Ninety-eight percent (n=90) reported that they had attended elementary school and junior high school in Puerto Rico, and 85% (n=78) and 93% (n=86) had attended public schools for elementary school and junior high school, respectively. Only three students reported that they had attended a bilingual school for

elementary school and junior high school. Of these three students, 67% (n=2) were in 10-9, Advanced English.

The Researcher

As the researcher, I was both an insider and an outsider. With respect to the high school students with whom the pedagogical materials were developed and field tested, I was an insider because I was their 10th grade English teacher and because, similar to my tenth grade students, I was a product of the public schools and learned English in the public schools. I was also an outsider because I was a faculty member; I was older and more experienced than my students, and even though I was Puerto Rican, and received all my schooling in the public school system of Puerto Rico, I was born in Mayagüez and raised in Sabana Grande, both of which are non-metropolitan *pueblos.* Thus, I was an outsider to Guaynabo, the *pueblo* in which the Margarita Janer Palacios High School is located.

The story of how I became an English teacher is located in my family history and background. My paternal grand-parents were Puerto Ricans who were born and raised to Puerto Rico. They moved to New York City when my father was three months old. My father was raised in New York City and returned to Puerto Rico when he was 21 years old. My maternal grand-parents were Puerto Ricans who were born and raised in Puerto Rico. My mother was born and raised in Puerto Rico and has not had any stateside experience.

When my mother and father met in Puerto Rico, my mother had Spanish as a first language and English as a second language, which she had learned in the public schools and had worked hard to pronounce well. Although raised in a Spanish speaking home,

my father was English dominant and had lost much of his Spanish by the time he returned to Puerto Rico. He wanted to communicate to my mother in Spanish, but he sounded funny and made many errors. My mother helped my father revive his Spanish. My father asked her to speak to him in Spanish. My mother started to do so, and my father was supposed to reply in Spanish. If my father made a mistake, my mother would correct his Spanish.

My parents had four children and considered using the strategy of one-parent one-language to make sure that their children were bilingual. They planned to have my mother speak to the children in Spanish and my father speak to the children in English, but they never implemented this plan. Instead, since the children liked to watch TV and listen to the radio, my father decided it would be a good idea to learn English with the help of the TV and radio. He provided cable TV at home and blocked the Spanish channels. My siblings and I were allowed to watch cartoons and listen to music only in English. For example, I spent my childhood watching the Disney and the Nickelodeon Channels, as well as listening to my brother's music, which since he was a fan of all the 80's and 90's bands and pop singers, included artists such as the following: Guns and Roses, Poison, Warrant, Duran Duran, Michael Jackson, Madonna, and Cindy Lauper. During those years, I learned the English lyrics of the songs and learned a lot of English slang words such as *bogus, excellent,* and *funky*, etc.

I attended public schools in Sabana Grande for elementary, intermediate, and high school. Throughout the grades, English was my favorite class, not because the classes were interesting or because the teachers were good, but because I excelled in English and did not have to study for the class. I thought that the English class was easy as it was the

only class in which I got A's on the exams without effort or studying. I remember getting bored in class sometimes because I found the material to be too basic and too easy. In high school, the 10th and 12th grade teachers asked me to be the class tutor, and I enjoyed the experience very much. Despite my success in the English class and as a class tutor, I never thought I was going to become an English teacher. I did well on exams and assignments, but I did not practice using English outside of school, and since the teachers taught the English classes in Spanish, I felt unprepared to speak English outside of school.

In May, 1995, I graduated from high school and in August, 1995, I entered the University of Puerto Rico at Mayagüez, where I was placed into the first year Advanced, or Honors, English course. The professor who taught Advanced English spoke only English in the class and expected students to do the same. Thus, I polished my pronunciation and started to lose my fear of speaking English in front of people. During my second semester, I took an American Literature course. During this class, I wrote a reaction essay which the professor said was one of the best he had ever read. The professor invited me to work as a tutor in the Department of English. As I worked as a tutor, I became more and more interested in helping others to understand and learn English. This experience led me to become an English major.

In June, 2000, I graduated from the University of Puerto Rico in Mayagüez with a BA in English and most of my credits on the linguistics track. I also earned my certification to become an English teacher at the secondary level. Immediately after completing my BA, I entered the MAEE program, and I started working for the Puerto Rican Department of Education as an English teacher. Since earning my degree, I have

taught English in three different schools. In August, 2001, I began teaching 7th grade English at an intermediate school in Guánica. In August, 2002, I began teaching 7th grade English at an intermediate school in San Germán, and in August, 2003, I began teaching 10th grade English at the Margarita Janer Palacios High School in Guaynabo, where I have been for three years. My experience in the three schools has led me to the view that 7th graders are easier to motivate than 10th graders. Most 7th graders feel positive about the school system and teachers. By contrast, 10th graders are tired of both the school and the teachers, and some of them say that they can not wait to finish school in order to take a big break and start working right away.

I currently teach English in English to students from the three previously discussed programs, the Advanced Program, the Business Administration Program, and the General Program. In 10-9, the Advanced Program, and in 10-6 and 10-10, the General Program, males and females are equally distributed, but in 10-12, the Business Administration Program, females out-number males, and in 10-7, the General program, males out-number females. Students from the Advanced and Business Administration Programs perceive me as a young, "cool," and understanding teacher. The male students try to flirt with me, and the female students are in their own world, thinking about boys and paying attention to their looks. Students from the General Program perceive me as a teacher who is demanding and strict. They think the General English class is difficult and compare it to their English classes in junior high school, which were easier and less demanding, and which were taught by nicer teachers who taught the English class in Spanish.

The Elements of the Teaching Unit

The teaching unit that I developed and field tested was a unit on style that I named *The Style Unit*. It consists of six lesson plans which I created using a modified template for lesson plans made available to me by Professor Myrna Rivera when I was enrolled in a course in Education, Practice and Teaching, EDPE 4246: *Practice in the Teaching of English as a Second Language,* at the University of Puerto Rico, Mayagüez. Each lesson plan contains the following sections: the topic of the lesson, the objectives, the activities, the assessment techniques, and the materials needed for the lesson.

The objectives section had three parts: the content standard, the skills for the students, and the attitudes and values for the students. The content standard and the attitudes and values for the students were derived from the *Curricular Framework: English Program* (Department of Education, 2003) (See Appendix D). According to this framework, there are four content standards for the English class for students from 10^{th} – 12^{th} grades: Content Standard #1 Oral Communication, Content Standard #2 Written Communication, Content Standard #3 Reading Comprehension, and Content Standard #4 Literary Appreciation. Each content standard is matched to a section of attitudes and values for the students. The second element of the objectives, the skills for the students, is stated in terms of Bloom's Taxonomy verbs, as required by the Puerto Rican Department of Education (See Appendix E).

The activities section had the three phases of the ECA strategy: exploration, conceptualization, and application (See Appendix F). During the exploration phase, a teacher should get the students ready for the lesson and find out what the students already know about a topic. During the conceptualization phase, a teacher should introduce

students to new information, concepts, or facts; he/she should also provide guided practice, which is done by the students with help from the teacher. During the application phase, a teacher should encourage students to practice or apply what they have learned independently while taking into account the skills and objectives of the lesson. Overall, the ECA strategy is a way for teachers to a) provoke students' participation and brainstorming (pre-activity) b) demonstrate a concept through skill-building exercises (activity) and 3) recognize the need for deeper study by independent application (post-activity).

Assessment was accomplished in various ways including completing written assignments. Finally, the activities and the assessment techniques were designed for a class period of one hour and forty minutes, the time schedule for every class in Margarita Janer Palacios high school.

According to Harmer (1998), when a sequence of lesson plans is stretched over a period of two weeks or a month, students like to see a coherent pattern of progress and topic-linking so that there is a connection between lessons and so that they can perceive some overall aims and objectives (p. 125). Harmer points out two dangers that may exist in a sequence of lesson plans: 1) predictability and 2) sameness (p.125). In order to follow Harmer's advice and avoid the dangers of predictability and sameness among my lesson plans, I changed the topic every day, within the topic of style, and slang as informal vocabulary. In other words, each lesson plan included a different activity in which the students worked either independently or collaboratively with the topic of formal and informal style. The next section briefly presents the contents of the six lesson plans of the unit.

Lesson Plan # 1, which focused on formal and informal styles, had three objectives: 1) to introduce and discuss formal and informal styles in English and in Spanish 2) to analyze formal and informal styles in English and in Spanish, and 3) to distinguish between formal and informal styles in English and in Spanish. The students learned the concepts of variation and style; they read and analyzed comic strips with formal and informal styles in English and in Spanish; they filled out two concept maps about formal and informal characteristics of style, and they filled out a written exercise, in both English and Spanish, in which they substituted formal words for informal words and informal words for formal words.

Lesson Plan # 2 focused on slang as part of (not all) informal style. This lesson had two objectives: 1) to point out, analyze, and explain the characteristics of slang vocabulary as part of informal style and 2) to discuss the spread of slang. Students listened to a tape containing an excerpt of a radio station program that used informal language and slang, analyzed newspaper articles, watched a film clip, and filled out the *Socio-Demographic Information and Influence of Media on Slang Questionnaire*.

Lesson Plan # 3 focused on social differences and language style. The lesson plan had two objectives: 1) to interpret, to conclude, and to apply the elements of literature to film, and 2) to analyze, using a film clip, informal language style, in-group use, and the spread of slang. During this lesson, the students discussed the elements of literature, watched a movie, and analyzed the movie by answering a list of questions concerning literary elements such as setting, plot, characterization, theme, purpose, audience, and dialogue.

Lesson Plan # 4 focused on informal language style with a focus on slang and youth subcultures. It considered how teenagers are viewed as the users and creators of informal, slang words. This lesson plan had two objectives: 1) to point out, classify, compare, and contrast different high school subcultures using differences in clothing, music, behavior, style, and slang, and 2) to compose a descriptive essay taking into consideration content, grammar, syntax, organization, word choice, purpose, and audience. The students filled out a table in which they described their own school's different subcultures based on the name of the subculture, gender of the participants, clothing, music, behavior, and slang words. The students also wrote a descriptive essay about themselves, indicating in which of the student subcultures they considered themselves to be members.

Lesson Plan # 5 focused on the vocabulary of informal style with an overview of student slang. This lesson had three objectives: 1) to distinguish between English, Spanish, and Spanglish words, 2) to identify parts of speech and to classify the English, Spanish, and Spanglish words in terms of their parts of speech, and 3) to match the informal slang words with their formal synonyms. During this lesson, the students, as a class, developed a slang mini-dictionary following instructions given in the lesson and filled out the *Style Unit Evaluation Questionnaire*.

Lesson Plan # 6 focused on formal and informal styles and their use in society. The lesson had three objectives: 1) to debate the advantages and disadvantages of learning English and formal and informal styles of a language, 2) to conclude whether or not it is important to learn English and formal and informal styles, and 3) to explain why or why not it is important to learn English and formal and informal styles. During this

lesson, the students answered three questions related to the importance of learning English, formal and informal styles, and in-group slang. They also read a newspaper article (Tirado, 2005), and wrote a letter of advise to a reggaetón musician following the guideline questions of the lesson.

The Teaching Unit: The Style Unit

Style Unit

Lesson Plan # 1… Formal and informal language style

Lesson Plan # 2… Slang vocabulary as part (not all) of informal style; slang is informal, but not all informal style is slang

Lesson Plan # 3… Social differences and language style

Lesson Plan # 4… Informal style with a focus on slang: Youth and subcultures

Lesson Plan # 5… Informal style vocabulary language: An overview of students' slang

Lesson Plan #6… Formal and informal styles and their use in society

LESSON PLAN # 1

Grade Level: 10
English

Lesson Plan #1
Topic: Formal and informal language style

Objectives
Content standard #1: Oral Communication
Skills (Bloom's Taxonomy Verbs)
To discuss formal and informal style in English and in Spanish
To analyze formal and informal style in English and in Spanish
To distinguish formal and informal style in English and in Spanish
Attitude
Awareness of verbal communication
Confidence in one's ability to communicate in English
Willingness to share experiences and ideas

Activities:

Exploration (E)

To explore the topic of style and the variation between formal and informal style in Spanish and in English, the teacher will use two transparencies, each with two parts. The first transparency introduces the topics of variation and style. The second transparency consists of three comic strips. The first part, the first comic strip, explores formal and informal style in Spanish. The second part, the second and third comic strips, explores formal and informal style in English. The first transparency is teacher-centered. The second is student-centered; the teacher will ask the students to comment on, talk about, and analyze the comic strips and the language and the dialogue in the comic strips.

Conceptualization (C)

After exploring the topic of style, the teacher will distribute two concept maps with the following elements: the definition of style, topic, setting, and participants. These maps require the students to apply what the have done in the exploration phase of the lesson. When the students have completed the concept maps, they will discuss what they have done on the concept maps with the teacher and the rest of the class.

Application (A)

The students will apply what they have learned about formal and informal style using the Lexical Variant Substitution Task. They will do the Spanish version of the task, first, to familiarize themselves with the task in their first language. They will then do the English version of the task.

Assessment

1. One concept map with the elements of definition, topic, setting, and participants to elicit the characteristics of formal style
2. One concept map with the elements of definition, topic, setting, and participants to elicit the characteristics of informal style
3. One Lexical Variant Substitution Task in Spanish
   This task consists of 10 sentences in Spanish, five with formal words, for which the student will substitute informal synonyms, and five with informal words, for which the student will substitute formal synonyms.
4. One Lexical Variant Substitution Task in English
   This task consists of 10 sentences in English, five with formal words, for which the student will substitute informal synonyms and five with informal words, for which the student will substitute formal synonyms.

Materials

1. Comic Strips on transparencies (developed and drawn by the teacher)
2. Overhead projector

Materials for
LESSON PLAN # 1

Transparency # 1

VARIATION

No two speakers of a language speak exactly the same way. No individual speaker speaks the same way all the time. Variation is different ways of expressing the same meaning. Variation is a natural part of human language. Variation is determined by factors such as:

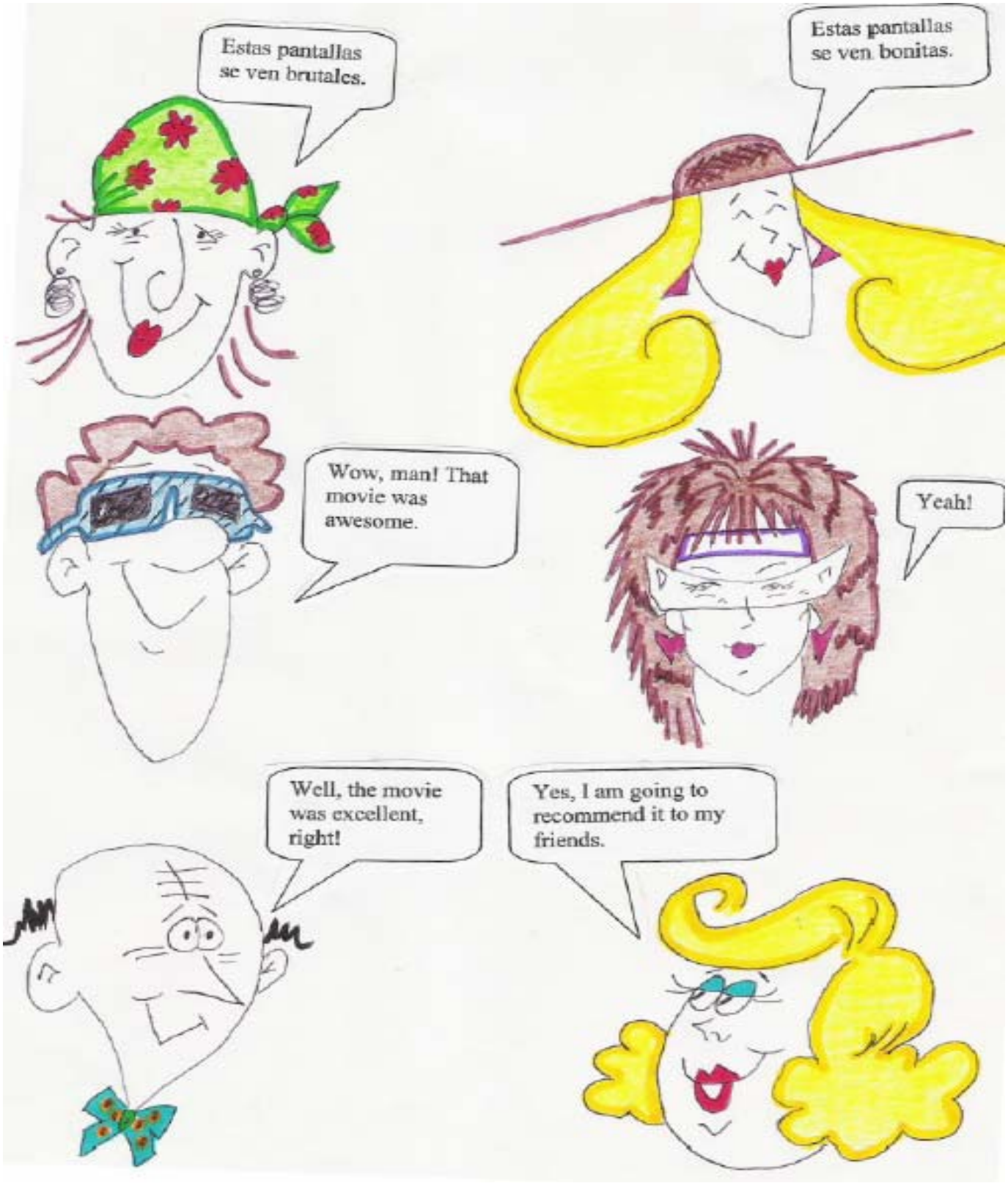
- Socio-economic status
- Region
- Ethnicity
- Style

STYLE

Style is variation in speech based on factors such as:

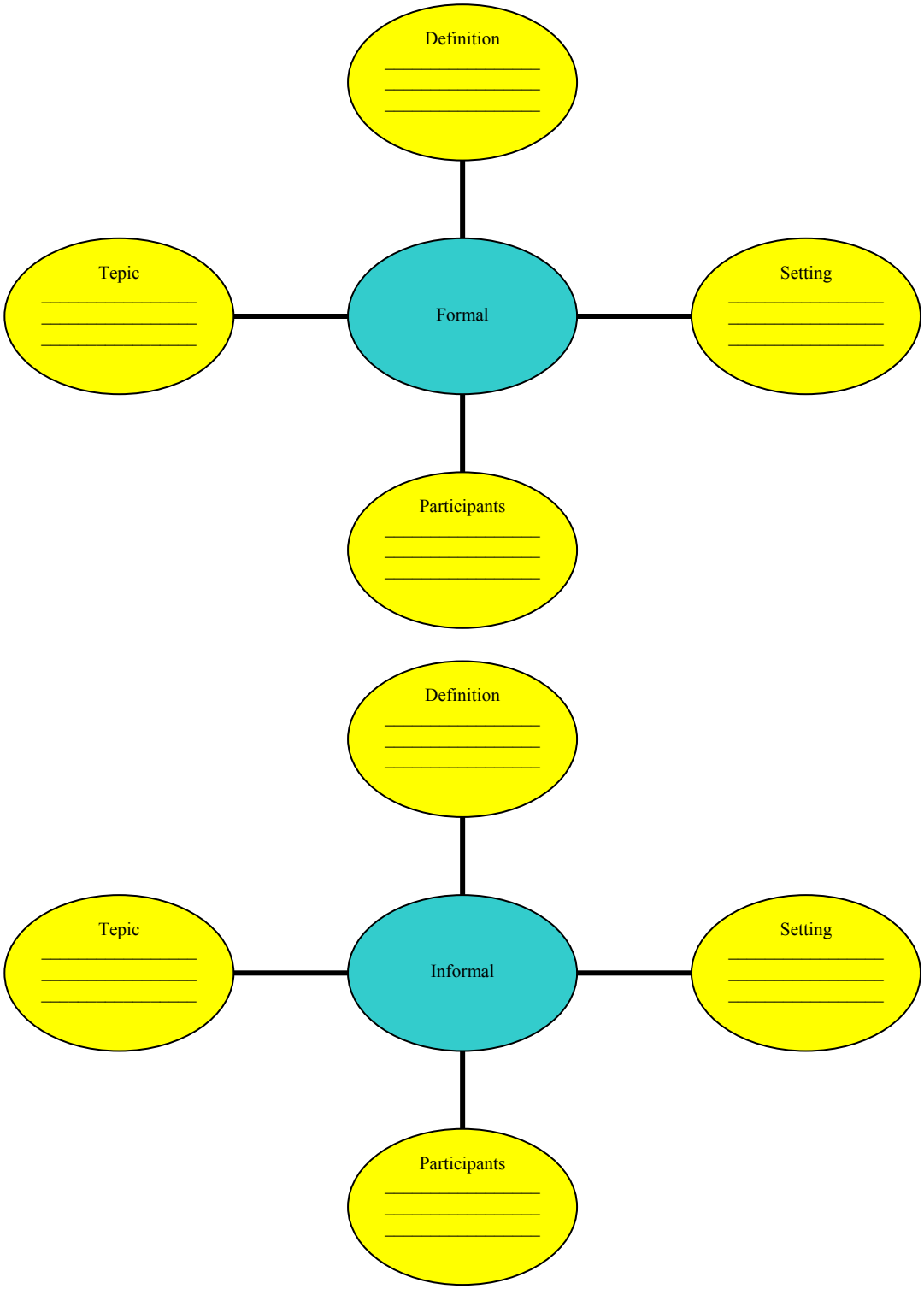
- Topic (What are you talking about?)
- Setting (Where are you talking?)
- Participants (Who is the speaker? Who is the addressee?)

Transparency # 2



Name:_____ Subject: English 10
Date:_____ Prof. Ríos

Concept Maps for Formal and Informal Style



Lexical Variant Substitution Task: Spanish

Nombre:_____ Clase: Inglés 10
Fecha:_____ Prof. Ríos

Parte I. Instrucciones:
a) Lee las siguientes oraciones.
b) Reescribe la oración, sustituyendo la palabra o frase formal por una informal.

Ejemplo: Yo voy a la discoteca para ver chicas.
Yo voy a la discoteca pa' lukiar gatas.

1. No quiero más, estoy lleno.

2. Ernesto tiene un BMW. Se nota que esta bien económicamente.

3. Sinceramente, te estoy diciendo la verdad.

4. A ella le encanta decir mentiras.

5. El está en el baño, vomitando lo que se comió.

Parte II. Instrucciones:
a) Lee las siguientes oraciones.
b) Reescribe la oración, sustituyendo la palabra o frase informal por una formal.

Ejemplo: Esa ropa se ve bien chipi.
Esa ropa se ve bien barata.

1. Acompañame a monchar algo en la cafeteria.

2. ¡No hables de el! El alza pesas y esta bien pompiao.

3. Andrés le rapea hasta a una escoba con peluca.

4. No te rochees, si has tiempo pa' estudiar el material.

5. Voy pa' la fiesta a ver las guerlas.

Lexical Variant Substitution Task: English

Name:_____ Subject: English 10
Date:_____ Prof. Ríos

Part III. Instructions:
a) Read the following sentences.
b) Rewrite the sentence, replacing the formal word or expression for an informal one.

Example: You and your friend are always making jokes.
You and your friend are always goofing around.

1. Hello, Manuel!

2. That motorcycle is very nice.

3. Usher has nice diamond jewelry.

4. After the exam, we are going to relax.

5. We are having fun.

Part IV. Instructions:
a) Read the following sentences.
b) Rewrite the sentence, replacing the informal word or expression for a formal one.

Example: Listen, you can't go there unless you chill out first.
Listen, you can't go there unless you calm down first.

1. The teacher caught me cheating and I freaked out.

2. I am looking for my homework and I can't find it. Man, what a bad trip!

3. Stop tripping and do your work.

4. Hey, what's up?

5. We like to hang out with Sara and Maria.

LESSON PLAN # 2

Grade Level: 10
English

Lesson Plan #2
Topic: Slang vocabulary as part (not all) of informal style;
slang is informal, but not all informal style is slang

Objectives
Content standard #3: Reading Comprehension
Skills (Bloom's Taxonomy Verbs)
To point out, to analyze, and to explain the characteristics of slang vocabulary as part of informal style
To discuss the spread of slang
Attitude
Link personal experience to those presented in the reading
Understand that literature (in this case, newspaper articles) reflects and illuminates human experiences.

Activities:

Exploration (E)

To explore the topic of slang vocabulary as part of informal style, the teacher will play a three minute tape-recorded segment from a radio program called *El Juqueo* (The hook, Pay attention!) which is broadcast by radio station *La Mega.* The tape-recorded segment is very informal and includes slang words such as *palga*, *tripeando*, and *pariseando*. Before the teacher plays the tape, the teacher will ask the students to pay attention to the language and style on the tape. After the students listen to the tape, the teacher will ask them what language style and informal words they heard on the tape. The students will draw attention to the slang words.

Conceptualization (C)

After informally exploring the topic of slang, the teacher will introduce the topic more formally through a transparency which includes the characteristics of slang and the characteristics of its current users. The teacher will then present five transparencies showing what has been written about slang and its current users in Puerto Rico in newspaper articles. The teacher will ask the students the same question that one of the authors (Morales, 2001a) asked the students at the University of Puerto Rico in Rio Piedras in order to write her newspaper article: Why does today's youth talk in such a strange way? To generate discussion, the teacher will write the students' answers on a transparency. The last transparency that the teacher will show contains a student comment that slang is contagious and temporary. This comment leads into the topic of the spread to slang.

Application (A)

The students will apply what they have learned about slang vocabulary as part of informal style by examining how slang is spread. To make the point that slang can be spread through TV and radio media, the teacher will show a film clip from the movie *Scary Movie 2* with the phrase and its pronunciation *What's Up*? The students will discuss the spread of this phrase in Puerto Rico through this movie.

Assessment

Parts II and III of the *Socio-Demographic Information and Influence of Media on Slang (Informal Language) Questionnaire*; Part II concerns the influence of television on the spread of slang while Part III concerns the influence of radio on the spread of slang.

Materials

1. Tape recorder and tape with an excerpt of a radio program that uses slang words (for example, *El Juqueo)*
2. Overhead projector and transparencies of excerpts from newspaper articles about the definition and spread of slang in Puerto Rico; the newspaper articles are written in Spanish so that the English teacher must translate them into English in order to use them in the class.
3. TV with VHS or DVD and film clip of the movie: *Scary Movie 2*

Materials for
LESSON PLAN # 2

Slang

- ✓ Informal
- ✓ Subgroup vocabulary
- ✓ In-group vocabulary
- ✓ In constant change
- ✓ Fashionable
- ✓ Does not show up in dictionaries
- ✓ Spreads rapidly

Current Slang Users

- ✓ Born 1980-2002 (Generation of computer explosion and technology)
- ✓ Teenagers 12-17
- ✓ In P.R. they represent 11% of the population

Slang users, in different subgroups, share the following characteristics:

- ✓ Clothing
- ✓ Music
- ✓ Behavior
- ✓ Attitudes

Transparency # 2

Newspapers articles about slang in Puerto Rico:

1) Figueroa, M. (1999ª, May 10) Jóvenes de monchis con cajita de pollo de 99 chavos. Primera Hora, (pág. 4A).

2) Figueroa, M. (1999b, May 10) Un 'vite' que no 'rochea' al corillo. Primera Hora, (pág. 2ª-4ª).

3) Morales, S. (2001ª, November 4) El hablar de los jóvenes. El Nuevo Día, (pág. 4-5).

4) Morales, S. (2001b, November 4) No amenaza el idioma la jerga de los adolescentes. El Nuevo Día, (pág. 8).

5) Parés, M. (2001, November 4) Lenguage propio del proceso de desarrollo. El Nuevo Día, (pág. 6).

What for their parents were **novias** (girlfriends) and for generation X **jevas** are now called guerlas. A person who has a good societal status is called **rankeao**. Friends treat each other as **socio**, **flaco**, **bróder**, or **mano**. **Monchis** is a synonym for hunger, **tripioso** is something like entertaining, **gufeo** is to have fun, **garet** is synonym for cigarette and **raitrú** for telling the truth.

Transparency # 4

Teenagers search for a space in which they can be understood as well as to understand the world around them.…As part of this search, many use particular forms of expressing themselves that in many occasions create barriers when they communicate with group outsiders.

Many adults and parents ask themselves why does today's youth talk in such a strange way?…

Wanda Fraguada

Every generation has its own vocabulary while they grow up, they leave behind that type of vocabulary. I use certain words, a shorter version, so I don't have to give an extensive speech while I talk to my **panas**. Instead of computer, we say **compu**…I think we do it because we are lazy, but also because we like to call it that way, because it sounds **tripioso**. Sometimes I use those words, because I don't want to be called *jíbara del campo* or that I am not **cool**.

Lourdes Pereira

This vocabulary is used as a way of being different from the adults. It's simply our form of speaking.

Javier Carrión

Slang is a virus that is contagious and temporary.

Socio-Demographic Information and Influence of Media on Slang (Informal Language) Questionnaire (SDIMSQ)

Part I. Socio-demographic information

1. Sex_____ 2. Age_____
3. Where were you born?_____
4. What town are you from?_____
5. Where was your father born?_____
6. Where was your mother born?_____
7. Have you lived in the U.S.? Yes_____ No_____
8. Do you speak English? Yes_____ No_____
9. Do you speak English
   a. Fluently b. Difficulty_____
10. Where did you go to elementary grades?
    a. P.R. b. U.S. c. another country
11. Was your elementary school:
    a. public b. private
12. If you went to private school, was the school:
    a. bilingual b. not bilingual
13. Where did you go to junior high school?
    a. P.R. b. U.S. c. another country
14. Was your junior high school:
    a. public b. private
15. If you went to private school, was the school:
    a. bilingual b. not bilingual

Part II. Influence of television

1. Do you have cable TV at home? Yes_____ No_____

2. What TV channels do you prefer?
_____Local channels in Spanish
_____Channels from the US in English

3. Have you ever learned a slang word from a TV program? Yes_____ No_____

4. Which word (s)?
_____

5. From which TV program (s)?
_____

6. Which local TV channels do you think help to spread slang?
_____

7. Which TV channels from the US do you think help to spread slang?
_____

8. Who is your television model that you have learned slang from?
_____

Part III. Influence of radio

9. In which language do you prefer music?
_____Spanish
_____English

10. Have you ever learned a slang word from a radio station program?
Yes_____ No_____

11. Which word (s)?
_____

12. From which radio station program (s)?
_____

13. Which local radio station programs do you think help to spread slang?
_____

LESSON PLAN # 3

Grade Level: 10
English

Lesson Plan #3
Topic: Social differences and language style

Objectives

Content standard #4: Literary Appreciation

Skills (Bloom's Taxonomy Verbs)

To interpret, to conclude and to apply the elements of literature to film

To analyze, using a film clip, informal language style, in-group use, and the spread of slang.

Attitude

To relate cultural diversity (in this case, the diversity of style) to one's life

Activities:

Exploration (E)

To explore the topic of social differences and language style, the teacher will begin by reviewing, on the blackboard, the elements of literature, including setting, plot, characterization, theme, purpose, audience, dialogue. The teacher will also review the definitions of formal and informal style and slang as part of informal style.

Conceptualization (C)

After reviewing the elements of literature and style, the teacher will show the movie *Never Been Kissed*. The teacher will ask the students to pay attention to the elements of literature as they apply to the movie and to style and slang as it is used in the movie.

Application (A)

At the end of the film, the teacher will divide the students into small groups. The teacher will give every student a handout of questions organized into two parts. Part I asks the students to apply the elements of literature to the film; Part II asks the students questions about language style in the film. The students will answer the questions in Part I, first. After the students finish with Part I, the teacher will play a film clip from *Never Been Kissed* showing how an in-group innovates and spreads the slang word *rufus.* The students will then answer the questions from Part II which are related to the film and the film clip.

Assessment

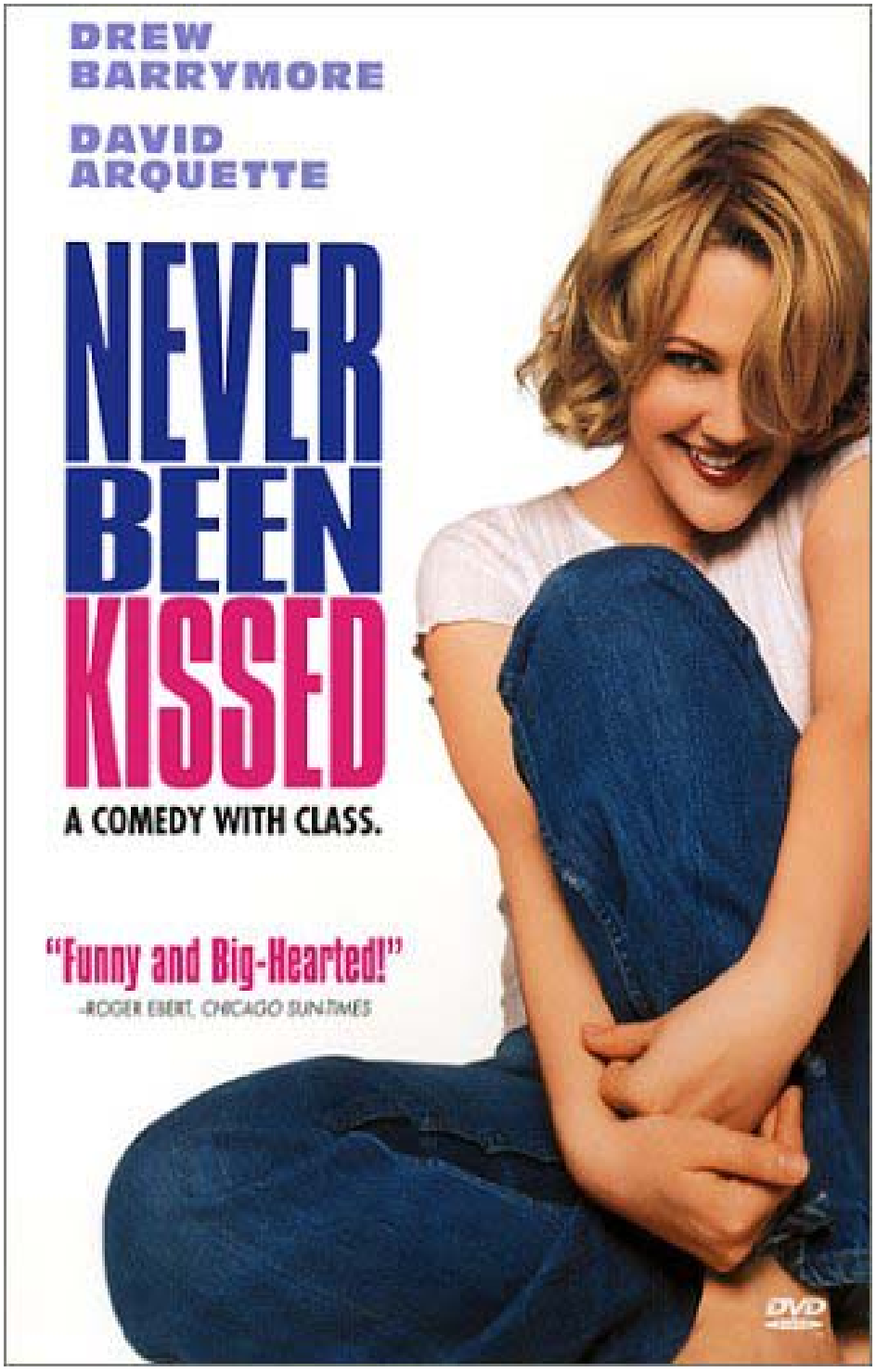
A written exercise done in small groups. The exercise has two parts. Part I asks the students to apply the elements of literature to the film, *Never Been Kissed*; Part II asks the students to answer questions having to do with style, in-group use of slang, and the spread of slang which are related to the film and the film clip from *Never Been Kissed*.

Materials

1. TV with VHS or DVD and the movie *Never Been Kissed*
2. Handouts with questions about the movie

Materials for
LESSON PLAN # 3

Movie: *Never Been Kissed*



Written Exercise for the film *Never Been Kissed* starring: Drew Barrymore

Part I: Questions for film analysis (Applying the elements of literature to film):

1. Where and when does the film take place?
2. Who is the main character in the film?
3. What is the main character's occupation?
4. Describe the main character physically
5. How does the main character differ from the other high school students?
6. What happened to the main character when she became a high school student?
7. What is the main idea of the film?
8. Why do you think the director made the film?
9. Who did the director make the film for?

Part II: Focus on film clip (Style, social differences, dialogue, in-group use, and spread of slang):

1. Who in the film uses formal style?
2. Who in the film uses informal style?
3. What slang word did you hear in this film clip?
4. Who is the inventor of the word?
5. What kind of personality does he have?
6. What does the word mean?
7. Which characters use the word?
8. Which characters don't use the word? Why do you think those characters don't use the word?
9. In your opinion, why did he use that slang word? Why did other students start to use it too?

LESSON PLAN #4

Grade Level: 10
English

Lesson Plan #4
Topic: Informal language style with a focus on slang: Youth and subcultures

Objectives
Content standard #2: Written Communication
Skills (Bloom's Taxonomy Verbs)
To point out, classify, compare, and contrast different high school subcultures in high school using differences in clothing, music, behavior, and language style and slang
To compose a descriptive essay taking into consideration: content, grammar, syntax, organization, word choice, purpose, and audience
Attitudes
Willingness to use English to communicate
Willingness to edit and rewrite to improve a piece of writing

Activities:

Exploration (E)

To explore the topic of informal language style with a focus on slang: youth and subcultures, the teacher will begin by briefly summarizing the film *Never Been Kissed*. The teacher will then draw on the blackboard the Youth and Subculture Table that the students will use to explore different subcultures in their own high school. To show the students how they should use this table, the teacher, with the participation of the students, will use the table to show the differences between the two subcultures in the film.

Conceptualization (C)

After reviewing the topic of youth and subcultures and showing the students how to use the Youth and Subculture Table, the teacher will ask the students to break into small groups and to use the table to compare and contrast the different subcultures in their own high school. After the students complete the tables, the teacher and the students will discuss what the students wrote on their tables.

Application (A)

At the end of the discussion of the subcultures and the tables, the teacher will ask the students to compose an essay for homework in which they classify and describe themselves in terms of one of the high school subcultures. To write this essay, the teacher will remind the students to take into consideration the subculture's clothing, music, behavior and informal slang use.

Assessment

1. An in-class assignment applying the Youth and Subculture Table to their own high school.
2. An at-home essay in which the students classify and describe themselves in terms of the subcultures in their high school.

Materials

Handouts of the Youth and Subculture Table

Materials for
LESSON PLAN # 4

Name:_____ Subject: English 10
Date:_____ Prof. Ríos

The Youth and Subculture Table

Student Subculture	Gender	Subculture's clothing	Subculture's music	Subculture's behavior	Subculture's slang

LESSON PLAN # 5

Grade Level: 10
English

Lesson Plan #5
Topic: Informal style vocabulary language: An overview of students' slang

Objectives:
Content standard #2: Written Communication
Skills (Bloom's Taxonomy Verbs)
To distinguish between English, Spanish, and Spanglish words.
To identify and classify the English, Spanish, and Spanglish words in terms of their parts of speech
To match the informal slang words with their formal synonyms
Attitudes
Willingness to use English to communicate
Satisfaction and pride in the results obtained from efforts

Activities:

Exploration (E)

The teacher will review, using the blackboard, the topic of style focusing on informal language use and slang. Without going into too much detail, the teacher will put some examples of current slang words in English (*cool)*, Spanish (*ronca*), and Spanglish (*tripioso*) on the blackboard and point out that English words are words such as the words the students are learning in English class; Spanish words are words from the students' first language, and Spanglish words are words that might start with an English word and end with some Spanish. The teacher will then pass out some paper and will ask the students to free-write as many slang words as they can in English, Spanish, and Spanglish in five minutes. The teacher will then collect the free-writing papers.

Conceptualization (C)

The teacher will then invite the class to make a slang mini-dictionary using words such as the words that they free-wrote in English, Spanish, and Spanglish. First the teacher will explain the elements of a dictionary entry. Then to make a class dictionary, the teacher will divide the class into small groups and then will assign each small group a set of letters from the alphabet (for example, *abcde, fghij, klmno, pqrst, uvwxyz*) and give each group the task of contributing words to the dictionary that start with their assigned letters. After the students decide which words they want to include in the dictionary, the teacher will ask them to alphabetize the words and write a definition for each word in English. Then the teacher will ask the students to put the words into a sentence context in Spanish and to underline the words. Finally, the teacher will ask the students to identify the words as English, Spanish, or Spanglish, to give the part of speech for each word in its sentence context, and to provide a formal synonym or definition of the word. At the end of the process, the teacher will ask the entire class to elect two students to take the

dictionary home and to edit and word process it and to make a cover sheet for it. The teacher will display the dictionary on the class bulletin board.

Application (A)

After the students make their dictionary, the teacher will ask the class to fill out the *Style Unit Evaluation Questionnaire*. The teacher will ask them to evaluate the unit after Lesson Plan #5 instead of after Lesson Plan #6, because Lesson Plan #6 is based on a well-known reggaetón performer, and the teacher does not want to run the risk of biasing the students' evaluation of the unit.

Assessment

1. A five minute free-writing exercise on English, Spanish, and Spanglish slang words.
2. A slang mini-dictionary

Materials

1. Blank sheets of paper
2. Handouts of the *Style Unit Evaluation Questionnaire*

Materials for
LESSON PLAN # 5

Style Unit Evaluation Questionnaire (SUEQ)

Sex_____ Age_____

INSTRUCTIONS:
Read the following statements. If you agree with the statement, put an (X) in the blank next to the word "agree." If you disagree with the statement, put an (X) in the blank next to the word "disagree."

PART I

1. It is important to learn the difference between formal and informal styles of language.
Agree_____ Disagree_____

2. I learned the differences between formal and informal styles of language.
Agree_____ Disagree_____

3. I learned that the use of formal and informal styles of language depends on what I am talking about, where I am having the conversation, and who I am talking to.
Agree_____ Disagree_____

4. I learned the social and stylistic characteristics of slang.
Agree_____ Disagree_____

5. I learned that slang is an informal style of language that is mostly used by older adults.
Agree_____ Disagree_____

6. I enjoyed learning about slang from watching a film instead of reading a book.
Agree_____ Disagree_____

7. I know that slang words can vary from one teenage subculture to another teenage subculture.
Agree_____ Disagree_____

8. Using slang words motivated me to learn the parts of speech such as: nouns, verbs, and adjectives.
Agree_____ Disagree_____

9. After this unit, I can identify slang words as Spanish, English, or Spanglish.
Agree_____ Disagree_____

10. After this unit, I would like to learn more English slang words.
Agree_____ Disagree_____

PART II. Answer the following questions:

1. What did you like most about the unit?

2. What did you dislike about the unit?

3. What thing(s) would you change about the unit?

4. If you were a teacher, what grade would you give to this unit? Why?

PART III. Please tell me anything else you want about the unit

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

LESSON PLAN #6

Grade Level: 10
English

Lesson Plan #6
Topic: Formal and informal styles and their usefulness in society

Objectives
Content standard #2: Written Communication
Skills (Bloom's Taxonomy Verbs)
To debate the advantages and disadvantages of learning English and formal and informal styles of a language
To conclude whether or not it is important to learn English and formal and informal styles
To explain why or why not it is important to learn English and formal and informal styles
Attitudes
Desire to share ideas and thoughts
Willingness to use English to communicate
Willingness to edit and rewrite the improve

Activities:

Exploration (E)
To explore the topic of formal and informal styles and their use in society, the teacher will begin by asking the students three questions: 1) Do you think it is important to learn English? 2) Do you think it is important to learn formal and informal styles of English? 3) Do you think it is important to learn in-group slang in English? The students will talk about and answer the questions; the teacher will write on the board the number of students that answer yes or no to the questions.

Conceptualization (C)
After finding out how many students think that it is important to learn English, to learn formal and informal styles of English, and to learn in-group slang in English, the teacher will put up a transparency containing the text of a newspaper article written in Spanish with the title: *Héctor "El Bambino" le someterá al "difícil"*. In this title Héctor *"El Bambino"* is a well-known and loved by most students, reggaetón performer and the *"difícil"* is the English language. The teacher will read the article out loud to the students. Then, the teacher and the students will discuss Héctor's dilemma: Héctor wants to crossover to an English speaking audience but he does not know any English.

*Application (*A)
The teacher will ask the students to write a letter of advice to Héctor *"El Bambino"* taking into consideration the following guideline questions: 1) Would you advise Héctor *"El Bambino"* to learn English? If so, why? 2) Would you advise Héctor *"El Bambino"* to crossover to an English speaking audience? If so, why? 3) What kind of language

style, formal or informal, does Héctor *"El Bambino"* need to be a good reggaetón performer? If so, why?

Assessment

An in-class letter written to Héctor *"El Bambino"*

Materials

Transparency of newspaper article:

Tirado, F. (2005, February 1) Héctor "El Bambino" le someterá al "difícil" *Primera Hora* (p. 46).

Materials for
LESSON PLAN # 6

Transparency # 1

ASÍ

Foto PRIMERA HORA / Felix Vargas

Busta Rhymes invitó a Héctor "El Bambino" a grabar un tema juntos, pero el rapero boricua no lo entendía.

Héctor "El Bambino" le someterá al "difícil"

FRANCES TRAVIO
PRIMERA HORA

SIN COMPLEJO alguno el rapero Héctor "El Bambino" reconoce no someterse al difícil, por lo que las palabras anglosajonas "Yeah!" y "Come'n!" le sirvieron de salvavidas durante su encuentro con el exponente de hip hop Busta Rhymes, en la discoteca Club Exit de Nueva York.

Héctor "El Bambino", que estuvo de invitado este fin de semana en la celebración del cumpleaños de DJ Enuff en la popular discoteca, donde se dieron cita figuras de la talla de 50 Cent, Missy Elliot y Cassidy, narra a PRIMERA HORA que al conocer al contorno estadounidense "yo no sé qué diablos me decía".

"Como yo no entendía, lo único que me salía era 'yeah, yeah' y 'come'n'. Y lo único que entendía era la palabra music", acota el artista que pudo al final de su diálogo comprender lo que Busta Rhymes le decía por la traducción que le hiciera el propietario del lugar.

De la breve conversación nació una invitación por parte Busta Rhymes al soltista para grabar juntos un tema.

Según Héctor "El Bambino", que perteneció 12 años al dúo Héctor y Tito, en varias semanas se reunirá en Nueva York con Busta Rhymes para culminar la grabación.

Ante cuatro mil personas, el rapero cuenta que como parte del agasajo subió a tarima e interpretó los temas *"Noches de travesura"*, *"Los rompe discoteca"* y *"Vamos pa' la calle"*. En ese mismo lugar el rapero borincano compartió tarima con Víctor Manuelle.

Una vez se bajó del escenario, asegura, "varios americanos lo que decían, y entendí, era 'good performance' (buena actuación) y lo que se me ocurrió era decir: 'Thank you!'".

Se ve forzado a tomar clases de inglés

A raíz de la exposición internacional que ha logrado el género del reggaetón y su experiencia en Nueva York, al no dominar la lengua anglosajona, Héctor "El Bambino" ajustará su agenda para tomar clases de inglés.

El artista y empresario, que reconoce ser visto por muchos jóvenes como un ejemplo a seguir, señala que "el inglés es una pieza importante para la vida del ser humano. Además, lo exigen en muchos trabajos".

"Es algo necesario para seguir adelante en la vida. Quien sabe si en un año o dos años grabo un disquito en inglés y los americanos me dicen 'Héctor El Bambinoau'", manifiesta entre risas.

Héctor reconoce que nunca se motivó a aprender inglés porque no lo necesitaba para su trabajo. Pero, como el género ha crecido tanto, se ha visto forzado a dominarlo.

"Todos los días uno aprende algo nuevo en la vida y me toca ahora aprender inglés", acota el también productor, quien partirá hacia España este jueves para cumplir con varios compromisos.

Durante su intervención en la discoteca Club Exit en Nueva York, el intérprete de reggaetón se unió a Víctor Manuelle sobre la tarima.

Unas 4,000 personas disfrutaron del espectáculo.

Chapter IV: Data Collection, Analysis and Discussion

This chapter presents the data collection and data analysis for Research Questions # 1b, 2a, 2b, and 3.

Research Question # 1b

Research Question 1b asked: Will the Style Unit receive a positive reaction from public high school students in the 10th grade and will it foster their learning of the differences between informal and formal English language use?

Data Collection

To address Research Question 1b and find out if the unit received a positive reaction and could be used to teach public high school students in the 10th grade learn the differences between informal and formal English language, I made classroom observations and kept notes in a notebook about the reactions that students had toward the lessons and the unit. I also developed the *Style Unit Evaluation Questionnaire* (SUEQ) (See Appendix G), which I administered and which the students filled out during the class as guided by Lesson Plan #5.

The SUEQ had three parts. Part I consisted of 10 statements to which the students had to respond using a two-point Likert-like Scale with agree and disagree. Nine of the statements were based on the objectives of the lesson plans, which the students did not know beforehand; one of the items (#5) was a distracter item that I added to make sure that the students grasped the material in Lesson Plan #2 and read and were serious about filling out the SUEQ. The statements in items #1, 3, and 2 come from the objectives of Lesson Plan #1; the statement in item #4 comes from Lesson Plan #2. The statement in item #6 comes from the objectives of Lesson Plan #3. The statement in item #7 comes

from the objectives of Lesson Plan #3 and #4. The statements in items #8 and #9 come from Lesson Plan #5. The statement in item #10 was not related to any of the lesson plans but, instead, was developed from the unit as a whole.

Part II of the SUEQ consisted of four open-ended questions: 1. What did you like most about the unit? 2. What did you dislike about the unit? 3. What thing(s) would you change about the unit? 4. If you were a teacher, what grade would you give to this unit? Why? I asked the students to give written responses to these open-ended questions. Part III of the SUEQ consisted of a section in which students were asked to make comments about the unit. Eighty-one percent (n=89/99) of the students were present the day I administered the SUEQ.

Data Analysis

To analyze the data provided by the classroom observations in the notebook, I looked for evidence of student reactions toward the lessons and the unit. To analyze the data provided by the SUEQ, I tallied the number and percent of responses for the students from the five groups that were present when I administered the SUEQ. In this section, I report, first, on the classroom observations I made in my notebook. I then report the students' responses to the SUEQ.

Classroom Observations

As a teacher-observer, my main observation was that the students showed enthusiasm and interest toward the different lesson plans of the unit. At the beginning of the class guided by Lesson Plan #1, the students came into class with bored faces. I could read their minds telling me *Oh, another ordinary class day*. However, as soon as they saw me plugging in the overhead projector, looking for the transparencies, and

turning off the lights, they began to look surprised and a little confused. When they saw the comic strip characters on the transparencies and the dialogue that accompanied them, they started laughing and expressed their confusion by saying things such as *¿Maestra qué es eso?, ¿Es ése el tema nuevo?,* and *No entiendo.* Although confused at something out of the ordinary, they also continued laughing, which, in my view, signaled approval and interest.

During the class guided by Lesson Plan #1, I also asked the students to fill out two concept maps, the purpose of which was to give the students the opportunity to brainstorm about the differences between formal and informal language styles. According to the students' brainstorm, formal style language is used to talk properly without using inappropriate words; it is used to talk about school, religion or other topics with adults or strangers in places such as the school and church. Informal language style is used to talk bad or to use bad words; it is used to talk about everyday topics such as parties with boyfriends and girlfriends and with friends and family members in school or at home. At the end of the class guided by the Lesson Plan #1, some students said *Ay, que rápido se fue la clase de hoy* and *Maestra, ¿cuánto tiempo vamos a estar hablando de éste tema?* The students' tone sounded like they were enjoying the topic.

The next day when I had to introduce the material from Lesson Plan #1 to other groups of students, it seemed to me that the new students were a little bit more motivated than usual. Some of them had heard about what I had done in class the day before and said: *Maestra, ¿nos va a dar el mismo tema que le dió al 10-6, 10-9 y 10-12?* When I told them that I was going to do the same thing in their class that I had done the day

before in other classes, they smiled and sat down. When I started the class, they showed the same enthusiasm as the groups from the previous day.

During the class guided by Lesson Plan #2, the students continued to be enthusiastic to learn more about formal and informal styles, including slang. For this class, the students listened to a tape containing a five minute clip from a radio program called *El Juqueo* from a radio station called *La Mega.* The students enjoyed listening to this tape a lot and reported that they listened to the same radio program sometimes after school. Later, during this same class, the students read various newspaper articles concerning slang. In one article, *El hablar de los jóvenes*, the author, Sandra Morales, interviewed several university students to find out why today's youth talk in such a strange way. After the students and I skimmed Morales's article, I asked my students the same question. My students told me that they use slang because it is an in-fashion informal language style which is *pegajoso.* Every teenager uses slang and to be part of a group and to be accepted, a teenager has to use slang. Teenagers who do not use slang sound formal and weird because formal style is meant for older adults. At the end of the class, they watched a film clip from *Scary Movie 2*. They enjoyed this film clip a lot and said that they wished they could watch the entire movie.

During the class guided by Lesson Plan #3, the students watched the movie *Never Been Kissed* starring Drew Barrymore. During the first half of the movie, the boys seemed a little bored and made comments such as *Maestra, esa película es de nenas*. But during the second half of the lesson when I gave the students the task of answering questions about the movie, they paid close attention to the development of the movie's plot and participated very actively in answering the questions which concerned 1) the

elements of literature as applied to film and 2) dialogue in the film. In general, most of the students understood how slang is disseminated by *cool* people. They were also able to see the difference between formal and informal styles within the movie and how the main character talked in both styles depending on the setting, topic, and participants. They were also able to recognize and identify the word *rufus*, a word from the film, as a slang word and comment on how, in the film, it was used only by in-group members of the Lemmings.

During the class guided by Lesson Plan #4, a group of heavy metal *rockeros* visited the school to pick up their high school diplomas while I was teaching students from 10-7 and 10-10. Since the school's parking lot is next to my classroom, they parked their cars next to my classroom. The students were working in groups and were filling out the tables that asked them to reflect about the language and culture of subgroups. When the students saw the *rockeros* and heard the music they were playing in their cars, they got up out of their chairs, ran to the windows and the door and asked me if they could interview the *rockeros*, a real live subgroup at the school: *Mire, maestra un grupo de rockeros; Por favor déjenos salir a entrevistarlos*. I invited the *rockeros* to come inside my classroom so we could interview them, but they turned down the invitation. I let one student from each group go outside to the parking lot to interview the *rockeros* who agreed to participate and to answer questions related to them as a subgroup. A preliminary analysis of the tables showed that there are sixteen school subcultures at Margarita Janer Palacios High school, each with its own slang words. These subcultures include: *cacos, rockeros, skaters, nerds, hip hoppers, rappers, surfers, normales*, *popular people, bitches, sluts, frats, fresitas*, *rastas, gays,* and *cristianos*. The four subcultures

that the students repeated the most on the tables were the *cacos*, *rockeros, nerds,* and *popular people*. In addition to the table, the students also wrote essays in which they placed themselves in a sub-group. (See three samples in Appendix H).

During the class guided by Lesson Plan #5, I asked the students to free-write slang words; they said that they liked it and even asked for extra time to free-write more. The results of this exercise are discussed in the section concerning Research Question 2a. After the students finished free-writing, I asked them to choose some of the words in order to build a slang mini-dictionary. Some of the students did not want to do this assignment because it was a class assignment, and the students were afraid that not all of the students would participate equally. However, they did organize themselves into groups, and they did do the assignment. (See sample of slang mini-dictionary in Appendix I). The class ended with me asking them to fill out the *Style Unit Evaluation Questionnaire*, which they were happy to do.

As a pre-activity in the class guided by Lesson Plan #6, I asked the students: 1) if they thought it was important to learn English, 2) if they thought it was important to learn formal and informal styles of English, and 3) if they thought it was important to learn in-group slang in English. As shown in Table 2, there was almost 100% agreement that it is important to learn English. There was 90% agreement that it is important to learn formal and informal styles of English and 85% agreement that it is important to learn in-group slang in English. Overall, on the basis of Table 2, I believe that the students saw the value of learning English, including different stylistic varieties and informal in-group slang.

Table 2. Importance of learning English, formal and informal styles, and slang.

Questions	Yes	No	Total	% of Agreement
1. Do you think it is important to learn English?	85	3	88	97%
2. Do you think it is important to learn formal and informal styles of English?	79	9	88	90%
3. Do you think it is important to learn in-group slang in English?	75	13	88	85%

The class guided by Lesson Plan #6 called for the students to read a newspaper article about a reggaetón performer named Héctor "*El Bambino"* whose inability to speak English continued to be a problem for him as a reggaetón performer who wanted to crossover to an English-speaking audience. The students were very motivated to write a letter to Héctor "*El Bambino."* Some students asked me: *Maestra, usted lo conoce*? and *¿Usted puede hacerle llegar esta carta*? I did not answer the students' questions and the simple doubt about whether or not I knew Hector "*El Bambino"* and whether or not he would read their letters made them write. The students wrote letters of varying lengths ranging from 25 to 150 words. I did not analyze these letters as a written product, but the reader can read samples of three of the letters (see Appendix J).

The Style Unit Evaluation Questionnaire

During the class guided by Lesson Plan #5, I administered the three part Style Unit Evaluation Questionnaire (SUEQ), which was filled out by 81% (n=89/99) of the students. I administered it during this class, instead of after the class guided by Lesson Plan #6, because Lesson Plan #6 involved material about a *reggaetón* performer, a topic about which the students are extremely positive, and I did not want the students to evaluate the unit positively just because it contained material about *reggaetón.* This section reports the results of each of the three parts in the order in which they were presented on the questionnaire**.**

The first part consisted of 10 statements to which the students responded using a two-point Likert Scale-like instrument with agree and disagree. All but one of the statements (item #5) were based on the objectives of the lesson plans. Table 3 shows the number of students who agreed or disagreed with the statements on the SUEQ and the percent of agreement with the statements on the SUEQ. The statements are organized to range from the highest to the lowest percent of agreement. The table shows that the distracter item #5 received the lowest percent of agreement (20%), which indicates that the students both grasped the material in Lesson Plan #2 and paid attention to the statements on the questionnaire. The relatively high (above 80%) agreement with the statements in #1,2,3,4,5,6,7, and 9 shows that the students agreed with the objectives of the lesson plans. The somewhat lower (78%) agreement with the statement in #10 shows that the students agreed with the goals of the development of the unit as a whole. The items that had the highest percent of agreement were statements that were related to informal and formal style, learning about slang from watching films instead of reading books, and learning that style involves topic, setting, and participants. The item that had the lowest percent of agreement was statement #8, which had to do with grammar and learning parts of speech; however, even though 81% is the lowest percent of agreement, it is still a relatively high percent.

Table 3. Percent agreement with statements on Style Unit Evaluation Questionnaire

Statements on Style Unit Evaluation Questionnaire			
(Total n=89)	**n= Agree**	**n= Disagree**	**% agree**
1. It is important to learn the differences between formal and informal styles of a language.	86	3	97
6. I enjoyed learning about slang from watching a film, instead of from reading a book	85	4	96
3. I learned that the use of formal and informal styles of language depends on what I am talking about, where and with whom.	85	4	96
2. I learned the differences between formal and informal styles of language.	84	5	94
7. I know that slang words can vary from one teenage subculture to another.	80	9	90
9. After this unit, I can identify slang words as Spanish, English, or Spanglish.	77	12	87
4. I learned the social and stylistic characteristics of slang.	75	14	84
8. Using slang words motivated me to learn parts of speech such as nouns, verbs, and adjectives.	72	17	81
10. After this unit, I would like to learn more English slang words.	69	20	78
5. I learned that slang is an informal style of language that is mostly used by older adults.	18	71	20

The second part of the SUEQ consisted of four open-ended questions, while the third part of the SUEQ consisted of a section in which students were asked to make comments about the unit. Table 4 displays the students' answers to the four open-ended questions and their comments about the unit.

The first question asked the students what they liked most about the unit. Forty-four percent of the students (n=35), almost half, said that they liked working with the movie *Never Been Kissed;* 14% (n=11*)* liked making a slang dictionary while 13% (n=10) liked working with the movie *Scary Movie 2* and listening to the tape from the radio station, *La Mega*. The least liked activities were the essay and the concept maps. The answers to this question point to the conclusion that the students liked academically oriented tasks that integrated media more than academically oriented tasks such as writing essays and filling out concept maps that did not integrate media. I think this can

be tied into what Morales (2001a) said when she gave the characteristics of today's youth, whom she classified as Generation Y. She said that Generation Y was born into a decade of technological explosion.

The second question asked the students what they disliked about the unit. Thirty-one percent of the students (n=25), roughly a third, indicated that there wasn't anything that they disliked about the unit. Of the ones who reported that there was something that they disliked about the unit, 29% (n=23), roughly a third, indicated that they disliked making a slang dictionary, and 6% (n=5) indicated that they disliked writing the essay, the two most academically oriented tasks.

The third question asked the students what things they would change about the unit. Forty-two (33/79) percent of the students seemed satisfied with the unit and said that they would not change anything. Forty-seven percent (37/79) of the students indicated that they would change something about the unit. The two items that the highest number of students said they would change included the two most academically oriented tasks: the essay (n=10) and the development of the slang dictionary (n=7).

The fourth question asked the students what grade they would give to the unit if they were teachers. The students wanted to know who had developed the unit, but I did not tell them because I did not want them to grade me as the teacher. Instead, to encourage them to grade the unit, I told the students that the unit had been developed by another graduate student at the University of Puerto Rico – Mayagüez. Eighty-seven percent (77/89) of the students graded the unit with an A or a B, which is a relatively high grade and indicates relatively high positive evaluation of the unit.

The third part of the SUEQ questionnaire consisted of a section in which students were asked to make comments about the unit. Only 20% (18/89) of the students made comments about the unit, which did not surprise me since the students, in general, dislike tasks that involve free-writing. Most of the comments were positive and contained words such as *cool, good, fun, interesting*, and *entertaining*.

Table 4. Answers to Parts 2 and 3 of Style Unit Evaluation Questionnaire

Style Unit Evaluation Questionnaire (Parts 2 and 3)		
Questions	**Answers**	**Total N**
Part 2 - Q1. What did you like most about the unit?	Never Been Kissed (movie)	35
	Slang Dictionary	11
	Scary Movie 2 (movie)	10
	La Mega (tape)	10
	Table of school's subcultures	8
	I learned new slang words	6
	(I learned) that we could use slang in class	6
	Comic strips	3
	Essay	1
	Concept maps	1
	To share with the teacher our language style	1
	I learned the difference between Spanish, English and Spanglish	1
	I learned where, when and how to speak to people	1
	Everything	7
	Nothing	4
	No answer	9
Part 2 - Q2. What did you dislike about the unit?	Slang Dictionary	23
	Table of school's subcultures	7
	Essay	5
	That we watched *Scary Movie* for only 10 seconds	4
	The Unit was in English	3
	The formal to informal exercises	2
	Comic Strips	2
	Concept Maps	2
	That the Unit was short	1
	To write in English	1
	That the Dictionary was a group work	1
	Everything	4
	Nothing	25
	No answer	13
Part 2 - Q3. What would you change about the unit?	Essay	10
	Slang Dictionary	7

Table 4. Answers to Parts 2 and 3 of Style Unit Evaluation Questionnaire (continued)

Style Unit Evaluation Questionnaire (Parts 2 and 3)		
Questions	**Answers**	**Total N**
Part 2 - Q3. What would you change about the unit?	A field trip to the mall to record slang words	4
	More movie analysis	3
	A survey between schools	2
	A play using slang words	2
	The teacher	2
	A field trip to the disco to record slang words	1
	More time to watch Scary movie 2	1
	The Unit was long	1
	Table of school's subcultures	1
	Comic Strips	1
	To have the Unit in Spanish	1
	Everything	1
	Nothing	33
	No answer	19
Part 2 - Q4. If you were a teacher, what grade would you give this unit?	A	62
	B	15
	C	7
	F	2
	No answer	3
Part 3.Please tell me anything else you want about the unit	Cool	3
	Good	2
	I like it a lot	2
	Interesting	2
	Continue with topics like this	2
	I want more	2
	Fun	1
	Very Entertaining	1
	We identified with the topic	1
	I liked the way the teacher taught it	1
	I want to analyze more movies	1
	No answer	71

Data Discussion

In summary, while doing the classroom observations, as the teacher, I saw the students react positively throughout all the lessons. While conducting each lesson, I saw the students willing to participate and do the activities. Like MacFarland (1993) and Burke (1998) I found that slang can be used in a scholarly way to teach students the differences between formal and informal language styles.

Research Question 2a

Research Question 2a asked: What slang words in English, Spanglish, and Spanish are used among public high school students in the 10th grade and what, in terms of morphology, contributes to their formation?

Data Collection

To address research Question 2a and to elicit slang words, I developed Lesson Plan #5 in the *Style Unit*. This lesson plan built on the material I introduced in the class guided by Lesson Plan #2 in which I reviewed concepts of informal and formal style first introduced in the class guided by Lesson Plan #1 where I introduced slang as a variety of informal language use and discussed some of its characteristics. In other words, before the students received Lesson Plan #5, they had the background information that slang is informal; it embodies subgroup and/or in-group vocabulary; like fashion, it undergoes constant change; it spreads rapidly; and it does not usually appear in dictionaries.

The objectives for the student of Lesson Plan #5 were to be able to: 1) distinguish English, Spanglish, and Spanish slang words, 2) to identify and classify the words in terms of parts of speech, and 3) to develop formal synonyms for the words. To assess whether or not the students were able to do this, I asked them to do a free-writing exercise and to develop a slang dictionary. The lesson plan had a pre-activity, an activity, and a post activity. During the pre-activity, I asked the students to free-write in five minutes as many words as they could think of in English, Spanglish, and Spanish. To prepare them to do this, I first put examples of English, Spanglish, and Spanish slang words on the black-board. I then asked them to free-write the slang words that they thought that most students their age at their high school used. They decided what counted

as a slang word based on the background knowledge that they had gained from Lesson Plans #1 and #2. During the activity, the students compiled a slang mini-dictionary. During the post-activity, the students filled out the *Style Unit Evaluation Questionnaire* (SUEQ); the results of this post-activity were reported in the section discussing the data analysis of Research Question #1b.

Data Analysis

To analyze the lists of slang words that I elicited from the students during the free-writing of slang words in English, Spanglish, and Spanish, I used Fromkin and Rodman (1998) and Fromkin, Rodman and Hyams (2003) and examined the data according to the morphological-syntactic and semantic levels of language. For the purposes of this analysis, I defined a slang word as any word that the students gave me during the five minute free-writing exercise. This analysis includes every token of every word that the students gave me. As the data are orthographic data, there are no phonetic or phonological data on how the words are actually pronounced in natural speech; however, the orthographic data can be used to give an indication of the pronunciation of the words. In addition, since the orthographic data showed a great deal of variation, I examined the data not only in terms of morphology but also in terms of orthographic variation.

The first step in the analysis of the data was to classify the words as English, Spanglish, or Spanish. According to Fromkim, Rodman, and Hyams (2003), a root is "a lexical content morpheme that cannot be analyzed into smaller parts…. a root may or may not stand alone as a word" (p. 80). For example, roots such as *paint* or *rap* can stand alone as words, but roots such as *–ceive* or *juqu-* cannot. Given this definition of a root,

an English word was defined as a word that conformed to English orthographically and morphologically; in other words, it was spelled the same way it is spelled by English users and it was formed of English roots and affixes. Spanglish words were defined as words that: 1) did not conform to English orthographically (*bicha* (bitch); *badtrip* (bad trip), *redy* (ready) and/or 2) had an English root and Spanish affixes (*rapear* (*rap* –ar), *juquiar* (*juqu*-ar = hook –ar)). For example, in English, the word *hanging* is formed of two morphemes: the root morpheme *hang* and the inflectional morpheme *–ing*. English speakers may "drop the g" and pronounce the inflectional morpheme as *–in'* not *–ing*. The phrase *bling bling* is formed with one repeated root morpheme, *bling*. English speakers never "drop the g" in this case and never pronounce the word as *blin*. I classified the word *hangin'* as an English word because it conforms orthographically and morphologically to English; I classified *jangin* and *blin blin* as Spanglish words because they did not conform orthographically to English, even though the reasons why they do not conform orthographically are different.

In some cases, the roots and accompanying affixes formed more than one slang word; in such cases, I chose the infinitive verb form as the form to display on the tables. Table 5 shows the number of English words (n=14), not tokens, that the students provided during the free-write.

Table 5. English slang words

English words (n=14)	
Awesome	Chillout
Bling bling	Cripping
Blunt	Excellent
Boss	Gangster
Buster	Hangin
Cool	Loser
Chilling	Pimp

Table 6 shows the number of Spanglish words (n=24), not tokens, that the students provided during the free-write. All of the Spanglish words have English roots so Table 6 is organized to show both the English root words of the Spanglish words, and the orthographical representation of the Spanglish words as the students wrote them. All of the English root words and many of the roots of the Spanglish words can stand alone as words; the roots of the Spanglish words that do not stand alone as words in the data but are accompanied by Spanish suffixes have hyphens.

Table 6. Spanglish Slang words

Spanglish words (n=24)			
English roots	Spanglish words	English roots	Spanglish words
Bad trip	Badtrip	Hang	jang- / hang-
Bitch	Bicha	Hook	juqu- / juk-
Bling bling	blin blin	Mickey	miqu-
Chill	chil-	Munch	monch-
Chunk	Chonqu- / chonk-	Party	pari- / pary-
Cigarette	garet / gared	Pimp	Pimp
Fake	fequ- / fec-	Pitch	pich-
Filling	Fil- / phil-	Pump	pomp- / ponp- / pump
Front	front-	Rank	ranqu- / rank-
Full	ful-	Rap	Rap-
G-string	gstro / gistro / yistro	Ready	Redy
Goof	guf- / buf-	Right true	raitru / raytru / raytrue / rightrue

Table 7 shows the number of Spanish words (n=89), not tokens, that the students provided during the free-write. To summarize, the data on which the following analysis is based consists of 128 slang word roots, as shown in Tables 5-7. Ten percent (14/128) are English root words; 20% (24/128) are Spanglish words formed with English + roots, and 70% (89/128) are Spanish root words.

Table 7. Spanish slang words

Spanish words (n=89)		
Acicalar	Cohete	Palga (o)
A fuego	Corillo	Pana
Algarete	Cuera	Pariguayo
Alicate	Demasiao	Pasao
Aniquelao	Fantasmeo	Peposo
Babosa	Filoteao	Perrear
Belaguira	Fino	Pollo
Bellacote	Fleje	Popola
Bellacrisis	Fumeteo	Puerca
Bichote	Gamberriar	Rampletear
Bizcocho	Guasa	Ratón
Bobolona	Guayar	Rebuliar
Bocona	Guillar	Riquitillo
Bugarrón	Jevo	Roncar
Caballota	Labia	Sandunguear
Caco	La clara	Sato
Cafre	Lambellaga	Soleao
Cangri	Lambepote	Soplapote
Cañón	Lambetuerca	Sucia
Casquetero	La neta	Tecato
Chambonera	(be) Llaquear	Tierra
Charra	Loquera	Toletes
Chota	Maliante	Torta
Chulear	Mamisonga	Tostao
Chulisnáquin	Mamón	Tráfala
Chupapote	Mangoneo	Trangalanga
Chupavieja	Melaza	Wiqui-wiqui
Chupetear	Montar	Yal
Cochiniar	Nebuliar	Yuka
Cocorote	Nolas	---

In addition to consisting of 128 roots, both those which stand alone as words and those which do not, the data consists of 743 tokens of words distributed across the 128 roots. Seven percent (56/743) of the tokens are English words, for an average 4 tokens per root (56/14); 38% (286/743) of the tokens are Spanglish words, for an average 11 tokens per root (286/24); 54% (401/743) of the tokens are Spanish words, for an average 4.5 tokens per root (401/89).

Table 8 shows the number of tokens, or frequency, of the English words; Table 9 shows the frequency of the Spanglish words, and Table 10 shows the frequency of the Spanish words. As shown in Table 8, the six words with the highest frequency in English were *cool* (=something very nice) (n=28), *chilling* (=to have fun or to relax) (n=8), *bling bling* (=jewelry) (n=6), *buster* (=the person in charge of an organization) (n=2), *gangster* (=a person who has money and gets it from illegal duties) (n=2), and *loser* (=someone who has a low self-esteem, a nerd) (n=2).

Table 8. Frequency of English words

	(n=56)
Cool	28
Chilling	8
Bling bling	6
Buster	2
Gangster	2
Loser	2
Hangin	1
Awesome	1
Blunt	1
Boss	1
Chillout	1
Cripping	1
Excellent	1
Pimp	1

As shown in Table 9, the five words with the highest frequency in Spanglish were words formed from *hang* (for example, *janguiar*, *jangeo*) (=to go out) (n=46), words formed from *rank* (for example, *ranqueao*, *rankeo*) (=to have a good societal position, to be at the top) (n=43), words formed from *trip* (for example, *tripear*, *tripeo*) (=to trip, to act foolishly, to say things that are not coherent) (n=41), words formed from *party* (for example, *parisear*, *pariseo*, *parisón*) (=to party) (n=36), and words formed from *fake* (*feca*, *fequero*) (=lie or false argument, instigation) (n=17).

Table 9. Frequency of English roots of Spanglish words

	(n=286)
Hang	46
Rank	43
Trip	41
Party	36
Fake	17
Goof	15
Bling bling	15
Hook	14
Pump	10
G-string	8
Chunk	7
Right true	6
Filling	4
Front	4
Pitch	4
Full	3
Cigarette	3
Munch	2
Bitch	2
Mickey	1
Chill	1
Ready	1
Pimp	1
Bad trip	1
Rap	1

Finally, as shown in Table 10, the five words with the highest frequency in Spanish were words formed from *perrear* (reggaetón dancing) (n=40), words formed from *guillar* (=to think highly of oneself, to have an attitude) (n=23), *parga* (=loose woman) (n=23), words formed from *rampletear* (=to have sex) (n=21), and *corillo* (=group of friends) (n=18).

Table 10. Frequency of Spanish words

Spanish words (n=401)					
Perrear	40	Cangri	3	Caballota	1
Guillar	23	Casquetero	3	Chambonera	1
Parga (o)	23	Fumetear	3	Chulisnáquin	1
Rampletear	21	Pichar	3	Chupetear	1
Corillo	18	Lambepote	3	Cocorote	1
A fuego	14	Maliante	3	Cohete	1
Cafre	12	Alicate	2	Fino	1
Popola	12	Bellacote	2	Gamberriar	1
Torta	12	Bugarrón	2	La clara	1
Charra (o)	11	Caco	2	La neta	1
Guallar	9	Cañón	2	Loquera	1
Nebuliar	9	Chupapote	2	Mamisonga	1
Cuera	9	Chupavieja	2	Mamón	1
Melaza	9	Fantasmear	2	Mangoneo	1
Wiqui-wiqui	8	Fleje	2	Nolas	1
Chulear	8	Jevo	2	Pariguayo	1
Roncar	7	Labia	2	Pollo	1
Filotear	7	Lambellaga	2	Ratón	1
(be) Llaquear	6	Lambetuerca	2	Riquitillo	1
Rebuliar	6	Peposo	2	Soplapote	1
Pasao	6	Puerca	2	Sucia	1
Soleao	5	Sandunguear	2	Tecato	1
Montar	5	Sato	2	Tierra	1
Algarete	4	Yal	2	Toletes	1
Bichote	4	Aniquelao	1	Tostao	1
Chota	4	Babosa	1	Tráfala	1
Cochiniar	4	Belaguira	1	Trangalanga	1
Demasiao	4	Bellacrisis	1	Yuka	1
Guasa	4	Bizcocho	1	---	
Pana	4	Bobolona	1	---	
Acicalar	4	Bocona	1	---	

The second step in the analysis of the data was to consider the meaning of each of the words free-written by the students. To do this, I looked up the words using both paper and electronic dictionaries. In general, the slang words did not appear in a paper Spanish-English, English-Spanish dictionary. Instead, as many of the slang words come from the world of reggaetón, many of the words appeared in electronic dictionaries such as:

http://www.reggaetonline.net/reggaeton-dictionary.php

http://www.canariasreggaeton.com/diccionario.html

http://www.jergadehablahispana.org/ptorico.htm

To determine the meanings of the words, I consulted the above electronic dictionaries and asked my students for the meanings of words that I could not find in a dictionary. (See Appendix K for the meanings of a sample of the English, Spanglish, and Spanish words).

The third step in the analysis was to examine orthographic variation of the words. An English word was defined as a word that conformed to English orthographically; in other words, it was spelled the same way it is spelled by English users in English. The tokens of the English words did not exhibit orthographic variation.

A Spanish word was defined as a word that conformed to Spanish orthographically; in other words, it was spelled the same way it is spelled by Spanish users in Spanish. Despite this definition, the Spanish words exhibited considerable orthographic variation. As shown in Table 11, there was variation in the letters that were used for consonants, which, in terms of pronunciation, correspond to sounds such as stops, fricatives, and liquids. For example, the letter "g" alternates with the letter "w" in words such as *guasa* and *wasa*. The letters "qu" alternate with the letter "k" in words

such as *casquetero* and *casketero*. The letter "c" alternates with the letter "k" in words such as *caco* and *kako*. The letter "z" alternates with the letter "s" in words such as *melaza* and *melasa*, and the letter "s" alternates with the letter "c" in words such as *demasiao* and *demaciao*. The letters "rr" alternate with the letter "r" in words such as *perreo* and *pereo*. And the letter "r" alternates with the letter "l" in words such as *parga* and *palga*, an alternation which may reflect the alternation between [r] and [l] in the pronunciation of Puerto Rican Spanish. Finally, the letters "ll" alternate with the letter "y" in words such as *llaqueo* and *yaqueo*.

Table 11. Orthographic variation in Spanish consonants

Manner of articulation	Spanish	Spanish	Root-word	Spanish	Tokens
Stops	g	g, w	**g**uasa	**G**uasa	3
				Wasa	1
			gualleteo	**G**ualleteo	2
				Walleteo	1
	qu	qu, k	wi**qu**i-wi**qu**i	Wi**qu**i-wi**qu**i	6
				Wi**k**i-wi**k**i	2
			cas**qu**etero	Cas**qu**etero	2
				Cas**k**etero	1
			bella**qu**eo	Lla**qu**eo	1
				Lla**k**eo	1
	c	c, k	ron**c**a	Ron**c**a	4
				Ron**k**a	2
			ca**c**o	**C**a**c**o	1
				Ka**k**o	1
Fricatives	z	z, s	mela**z**a	Mela**z**a	8
				Mela**s**a	1
	s	c	dema**s**iao	Dema**s**iao	2
				Dema**c**iao	2

Table 11. (continued)

Manner of articulation	Spanish	Spanish	Root-word	Spanish	Tokens
Liquids	rr	rr, r	per**rr**eo	Per**rr**eo	17
				Per**r**eo	6
				Per**rr**eando	1
				Per**r**iando	1
				Per**rr**ear	12
				Per**r**iar	2
	r	r, l	perrea**r**	Perrea**r**	12
				Perria**l**	1
			par**g**a	Par**g**a	2
				Pal**g**a	8
				Par**g**o	7
				Pal**g**o	6
			tor**t**a	To**r**ta	8
				To**l**ta	4
	ll	ll, y	(be)**ll**aqueo	**Ll**aqueo	1
				Yaqueo	1
				Llakeo	1
				Yakeo	1
				Llaquear	1
				Yaquiar	1
			gua**ll**ar	Gua**ll**eteo	2
				Gua**y**eteo	3
				Gua**ll**ar	1
				Gua**y**ar	2

As shown in Table 12, there was variation in the letters that were used for vowels in the reduced form of the suffix –ado, which may reflect variation in the pronunciation of this suffix. For example, the letter "o" alternates with the letter "u" in words such as *guillao* and *guillau*. There was also variation in the letters that were used for vowels in combination with other suffixes. For example, the letter "e" alternates with the letter "i" in words such as *chulear* and *chuliar*, and in words such as *rampleteando* and *rampletiando*.

Table 12. Orthographic variation in Spanish vowels

Guilla**o**	[o] pronounced as [u] written as **u**	Guilla**u**
Pasa**o**		Pasa**u**
Filot**e**ao	[e] pronounced as [i] written as **i**	Filot**i**ao
Chul**e**ar		Chul**i**ar
Sol**e**ao		Sol**i**ao
Perr**e**ar		Perr**i**al
Perr**e**ando		Per**i**ando
Rampleteando		Rampleti**a**ndo
Llaqu**e**ar		Yaqu**i**ar

A Spanglish word was defined as a word that did not conform to English orthographically. The Spanglish words exhibited considerable orthographic variation. First, compound words and phrases such as *bad trip*, *right true*, and *blin blin* which are written as separate words in English are combined and written as single words in Spanglish: *badtrip*, *raitru*, *blinblinear*. Second, as shown in Table 13, there was orthographic variation in the letters that were used for consonants, which, in terms of pronunciation, correspond to stop, fricative, and nasal sounds. For example, the letter "t" alternates with the letter "d" in words such as *garet* and *gared*. The letter "k" alternates with the letters "qu" in words such as *chonkiar* and *chonquiar*. The letter "k" in English *fake,* alternates with the letters "qu" and the letter "c" in the Spanglish words *fequero* and *feca*. The letter "g" alternates with the letter "b" in words such as *gufiao* and *bufiao*, and the letter "g" alternates with the letter "y" in words such as *gistro* and *yistro*. The letter "f" alternates with the letters "ph" in words such as *filli* and *philli*, and the letter "h" alternates with the letter "j" in words such as *hangiar* and *jangiar*. The letter "m" alternates with the letter "n" in words such as *pomp* and *ponp*, and the letters "ng"

alternate with the letter "n" in words such as *bling bling* and *blin blin*. The Spanglish orthography also showed the deletion of the letter "t" so that party is written as *pari* in words such as *parisear*. Both *bitch* and *pitch* show the deletion of the letter "t" so that *bitch* is written as *bicha* and *pitch* is written as *pich* in words such as *pichar*.

Table 13. Orthographic variation in Spanglish consonants

Manner of articulation	English	Spanish	Root word	Spanglish	Tokens
Stops	t	t, d	cigare**tte**	Gare**t**	2
				Gare**d**	1
	k	k, qu, c	ran**k**	Ran**qu**eo	2
				Ran**k**eo	3
				Ran**qu**eau	1
				Ran**qu**eao	5
				Ran**k**eao	3
				Ran**qu**eaera	8
				Ran**qu**iaera	9
				Ran**qu**iao	9
				Ran**qu**iau	3
			hoo**k**	Ju**qu**eo	7
				Ju**k**eo	3
				Ju**qu**eao	1
				Ju**qu**iao	1
				Ju**k**iao	1
				Ju**qu**iar	1
			chun**k**	Chon**qu**iando	2
				Chon**qu**ear	3
				Chon**qu**iar	1
				Chon**k**iar	1
			mic**k**ey	Mi**qu**eo	1
			fa**k**e	Fe**c**a	9
				Fe**qu**ero	7
				Fe**qu**era	1
	g	g, b, y	**g**oofy	**B**ufiao	2
				Gufiao	5
				Gufiau	3
				Gufeao	1
				Gufear	1
				Gufia	3
			G string	**G**istro	2
				Yistro	1
				Gstro	5

Table 13. (continued)

Manner of articulation	English	Spanish	Root word	Spanglish	Tokens
Fricatives	f	f, ph	**f**illing	**F**illi	1
				Philli	1
				Fili	2
	h	h, j	**h**ang	**J**angin	1
				Jangueo	17
				Jangeo	1
				Janguiar	5
				Janguear	20
				Jangear	1
				Hangiar	1
			hook	**J**uqueo	7
				Jukeo	3
				Juqueao	1
				Juquiao	1
				Jukiao	1
				Juquiar	1
Nasals	m	m, n	pu**m**ped	Po**m**piao	1
				Po**n**piao	3
				Pu**m**piao	1
				Pu**m**peao	3
				Po**n**peao	2
	ng	n	bli**ng** bli**ng**	Bli**n** bli**n**	13
				Blinbli**n**ear	1
				Blinbli**n**eao	1
Letter deletion	t	Ø	par**t**y	Pari	7
				Pary	1
			bi**t**ch	Bicha	2
			pi**t**ch	Pichaera	1
				Pichar	3

As shown in Table 14, there was orthographic variation in the letters that were used for vowels. English words such as *trip*, *chilling*, and *pimp* which are written with an "i" but pronounced with an [I] are written with an "i" in Spanglish. English words such as *fake* which are written with an "a" but are pronounced with an [e] are written with an "e" in Spanglish. English words such as *hang*, *rap*, and *rank* which are written with an "a" but are pronounced with [ae] are written with an "a" in Spanglish. English words such as *goof*, *hook*, and *full* which are written with "oo" and "u" but are pronounced with an [u] and a [U] are written with a "u" in Spanglish. English words such as *chunk*, *pump*, and *munch* which are written with a "u" but are pronounced with a wedge or a schwa are written with "o" in Spanglish.

Table 14. Orthographic variation in Spanglish vowels

Tr**i**p	[i] pronounced as [i] written as **i**	Tr**i**p
Bl**i**ng bl**i**ng		Bl**i**n bl**i**n
Ch**i**lling		Ch**i**llin
F**i**lling		F**i**llin
B**i**tch		B**i**cha
M**i**ckey		M**i**queo
P**i**mp		P**i**mpiando
F**a**ke	[e] pronounced as [e] written as **e**	F**e**ca
R**e**ady	[E] pronounced as [e] written as **e**	R**e**dy
B**a**d trip	[æ] pronounced as [a] written as **a**	B**a**dtrip
H**a**ng		J**a**ngueo
R**a**nk		R**a**nquiao
R**a**p		R**a**pear
G**oo**f	[u] pronounced as [u] written as **u**	G**u**fiao
H**oo**k	[U] pronounced as [u] written as **u**	J**u**queo
F**u**ll		F**u**lliao
P**a**rty	[a] pronounced as [a] written as **a**	P**a**risiar
Ch**u**nk	[Λ] pronounced as [o] written as **o**	Ch**o**nquear
M**u**nch		M**o**nchear
P**u**mp		P**o**mpeao
Fr**o**nt		Fr**o**ntear

The fourth step in the analysis was to examine the lexical categories, or, more traditionally, the "parts of speech," of the English, Spanglish, and Spanish words. The parts of speech that were relevant for the analysis included nouns, verbs, adjectives, and adverbs, which, according to Fromkin, Rodman, and Hyams (2003), are content words which have semantic content and "denote concepts such as objects, actions, attributes, and ideas that we can think about like children, anarchism, soar, and purple" (p. 73). Content words are considered to be open class words because speakers regularly add new words to the classes: noun, verb, adjective, and adverb.

To determine the lexical categories or the part of speech of a word, it is necessary to examine the morphological-syntactic context in which the word occurs. One problem in determining the lexical category of a word is that words may occur in more than one syntactic context so that if a word occurs in isolation, it is difficult to tell what its lexical category is.

To determine the lexical category of the English, Spanglish, and Spanish words in these data, I faced two problems. First, the words occurred in isolation; in many cases, they occurred in a morphological context with suffixes, but they never occurred in a syntactic context. Second, some of the words could be a member of two lexical categories. To overcome these problems, first, I placed each of the words in a sample sentence with syntactic context (See Appendix L, for a sample of sentences using the English, Spanglish, and Spanish words). Second, I made the decision that for words that could be a member of two lexical categories, I would place the word in the lexical category that I believed represented the most frequent use of the word. Third, in addition to using the syntactic context, I also used the morphological context in the form of the

inflectional and derivational suffixes with which the words occurred to help me determine the lexical categories of the words.

Tables 15 and 16 show the lexical categories of the English words. Table 15 displays the lexical category of verb and the infinitive, past participle (*–ed*), and present participle (*–ing*) forms of the lexical category verb.

Table 15. English lexical categories: Verb

English words	English Infinitive	English Past Participle (-ed)	English Present Participle (-ing)	Sub-total
Awesome	0	0	0	0
Bling bling	0	0	0	0
Blunt	0	0	0	0
Boss	0	0	0	0
Buster	0	0	0	0
Cool	0	0	0	0
Chilling	0	0	8	8
Chillout	1	0	0	1
Cripping	0	0	1	1
Excellent	0	0	0	0
Gangster	0	0	0	0
Hangin	0	0	1	1
Loser	0	0	0	0
Pimp	0	0	0	0
Total	1	0	10	11

Table 16 displays the lexical categories noun, adjective, and adverb and the total number of tokens in each category. Taking the two tables together, we see that 54% (n=30) of the tokens of English words are adjectives, primarily *cool* (n=28), followed by nouns at 27% (n=15), and followed by verbs at 20% (n=11). There were no English adverbs in the students' free-writing.

Table 16. English lexical categories: Adjective, Adverb, Noun

English words	Adjective	Adverb	Noun	Sub-total	Total w/Verb
Awesome	1	0	0	0	1
Bling bling	0	0	6	0	6
Blunt	0	0	1	0	1
Boss	0	0	1	0	1
Buster	0	0	2	0	2
Cool	28	0	0	0	28
Chilling	0	0	0	8	8
Chillout	0	0	0	1	1
Cripping	0	0	0	1	1
Excellent	1	0	0	0	1
Gangster	0	0	2	0	2
Hangin	0	0	0	1	1
Loser	0	0	2	0	2
Pimp	0	0	1	0	1
Total	30	0	15	11	56

Tables 17 and 18 show the lexical categories of the Spanglish words. Table 17 displays the lexical category of verb formed with an English verb root and Spanish verb morphology including infinitive (*–ar*), past participle (*–ado*) and variants, and present participle (*–ando*) forms of the lexical category verb.

Table 17. Spanglish lexical categories: Verb

English root words	Spanish Infinitive (ar)	Spanish Past Participle (ado, ao, au)	Spanish Present Participle (ando)	Sub-total
Hang	27	0	1	28
Rank	0	21	0	21
Trip	12	0	0	12
Party	19	0	2	21
Fake	0	0	0	0
Goof	1	14	0	15
Bling bling	1	1	0	2
Hook	1	3	0	4
Pump	0	10	0	10
G-string	0	0	0	0
Right true	0	0	0	0
Chunk	5	0	2	7
Pitch	3	0	0	3
Filling	0	0	0	0
Front	4	0	0	4
Full	0	3	0	3
Cigarette	0	0	0	0
Munch	1	0	0	1
Bitch	0	0	0	0
Mickey	0	0	0	0
Chill	1	0	0	1
Ready	0	0	0	0
Pimp	0	0	1	1
Bad trip	0	1	0	1
Rap	1	0	0	1
Total	76	53	6	135

Table 18 displays the lexical category of noun formed with an English noun root and Spanish noun morphology including *-ón*, *-eo,* and *-era*, the lexical category of adjective, and the lexical category of adverb and the total number of tokens in each category. Taking the two tables together, we see that 47% (n=135) of the tokens of Spanglish words are verbs while 47% (n=135) are nouns, followed by one adjective *tripioso* 3% (n=9), and the adverbs *raitru* (n=6) and *redy* (n=1) 2% (n=7).

Table 18. Spanglish lexical categories: Adjective, Adverb, Noun

English root words	Spanish Adjective Morphology	Adverb	Spanish Noun Morphology and other				Sub-total	Total
			on	Eo	era	other nouns		
Hang	0	0	0	18	0	0	28	46
Rank	0	0	0	5	17	0	21	43
Trip	9 (*-oso)*	0	0	20	0	0	12	41
Party	0	0	5	2	0	Pari, Pary (n=8)	21	36
Fake	0	0	0	0	8	Feca (n=9)	0	17
Goof	0	0	0	0	0	0	15	15
Bling bling	0	0	0	0	0	Blin blin (n=13)	2	15
Hook	0	0	0	10	0	0	4	14
Pump	0	0	0	0	0	0	10	10
G-string	0	0	0	0	0	Gistro, Yistro, Gstro (n= 8)	0	8
Right true	0	6	0	0	0	0	0	6
Chunk	0	0	0	0	0	0	7	7
Pitch	0	0	0	0	1	0	3	4
Filling	0	0	0	0	0	Filli, Philli, Fili (n=4)	0	4
Front	0	0	0	0	0	0	4	4
Full	0	0	0	0	0	0	3	3
Cigarette	0	0	0	0	0	Garet, Gared (n=3)	0	3
Munch	0	0	0	0	0	Monchys (n=1)	1	2
Bitch	0	0	0	0	0	Bicha (n=2)	0	2
Mickey	0	0	0	1	0	0	0	1
Chill	0	0	0	0	0	0	1	1
Ready	0	1	0	0	0	0	0	1
Pimp	0	0	0	0	0	0	1	1
Bad trip	0	0	0	0	0	0	1	1
Rap	0	0	0	0	0	0	1	1
Total	9	7	5	56	26	48	135	286

Tables 19 and 20 show the lexical categories of the Spanish words. Table 19 displays the lexical category of verb formed with a Spanish verb root and Spanish verb morphology including infinitive (*–ar*), past participle (*–ado*) and variants, and present participle (*–ando*) forms.

Table 19. Spanish lexical categories: Verb

Words	Infinitive (ar)	Past Participle (ado, ao, au)	Present Participle (ando)	Sub-total
Sandunguear	1	0	0	1
Rebuliar	2	0	0	2
Guallar	3	0	0	3
(be) Llaquiar	2	0	0	2
Roncar	1	0	0	1
Guillar	0	19	0	19
Chulear	6	2	0	8
Acicalar	1	3	0	4
Rampletear	4	0	4	8
Nebuliar	2	0	0	2
Perrear	15	0	2	17
Montar	1	3	1	5
Chupetear	1	0	0	1
Gamberriar	1	0	0	1
Cochiniar	4	0	0	4
Aniquelar	0	1	0	1
Pasar	0	Pasao, Pasau (but not pasado) =6	0	6
Tostar	0	(but not tostado) =1	0	1
Solear	0	(but not soleado) =5	0	5
Demasiao	0	4	0	4
Filotear	0	7	0	7
Pichar	3	0	0	3
Fantasmear	0	0	0	0
Fumetear	0	0	0	0
Mangonear	0	0	0	0
Total	47	51	7	105

Table 20 displays the lexical categories of adjective formed with a Spanish verb root and Spanish adjective morphology *–oso* and noun formed with a Spanish verb root and Spanish noun morphology including *-ón*, *-eo,* and *–(er)a.* Taking Tables 19 and 20 together, we see that 45% (179/401) of the tokens are verbs or verb based.

Table 20. Spanish lexical categories: Verb based Adjective, Adverb, Noun

Words	Adjective	Adverb	Noun				Sub-total	Total
			on	eo	era	other		
Sandunguear	0	0	0	1	0	0	1	2
Rebuliar	0	0	0	4	0	0	2	6
Guallar	0	0	0	6	0	0	3	9
(be) Llaquiar	0	0	0	4	0	0	2	6
Roncar	6	0	0	0	0	0	1	7
Guillar	0	0	0	0	4	0	19	23
Chulear	0	0	0	0	0	0	8	8
Acicalar	0	0	0	0	0	0	4	4
Rampletear	0	0	0	0	13	0	8	21
Nebuliar	1	0	0	6	0	0	2	9
Perrear	0	0	0	23	0	0	17	40
Montar	0	0	0	0	0	0	5	5
Chupetear	0	0	0	0	0	0	1	1
Gamberriar	0	0	0	0	0	0	1	1
Cochiniar	0	0	0	0	0	0	4	4
Aniquelar	0	0	0	0	0	0	1	1
Pasar	0	0	0	0	0	0	6	6
Tostar	0	0	0	0	0	0	1	1
Solear	0	0	0	0	0	0	5	5
Demasiao	0	0	0	0	0	0	4	4
Filotear	0	0	0	0	0	0	7	7
Pichar	0	0	0	0	0	0	3	3
Fantasmear	0	0	0	2	0	0	0	2
Fumetear	0	0	0	3	0	0	0	3
Mangonear	0	0	0	1	0	0	0	1
Total	7	0	0	50	17	0	105	179

Table 21, 22, 23 show the lexical categories of non-verb based adjectives, adverbs, and nouns, respectively; 44% (177/401) are nouns. Table 21 shows that seven percent (27/401) of the tokens are adjectives. Out of the six adjectives, *cafre* (n=12) and *melaza* (n=9) have the highest frequencies.

Table 21 . Spanish lexical categories: Non-Verb based Adjective

Adjectives	Sub-total
Cafre	12
Melaza	9
Cañón	2
Peposo	2
Fino	1
Chulisnáquin	1
Total	27

Table 22 shows that four percent (18/401) of the tokens are adverbs. Out of the five variants of the same adverb, *a fuego* (n=7) has the highest frequency.

Table 22. Spanish lexical categories: Non-Verb based Adverb

Adverbs	Sub-total
A fuego	7
Algarete	4
A fuegote	3
A fuegoski	3
A fueguillo	1
Total	18

Table 23 shows that forty-four percent (177/401) of the tokens are nouns. Out of the twenty nouns, on the five top frequencies are the nouns: *parga(o)* (n=23), *corillo* (n=18), *popola* (n=12), *torta* (n=12), and *charra(o)* (n=11).

Table 23. Spanish lexical categories: Non-Verb based Noun

Nouns	Sub-total
Parga (o)	23
Corillo	18
Popola	12
Torta	12
Charra (o)	11
Cuera	9
Wiqui-wiqui	8
Lambe (pote,llaga,tuerca)	7
Guasa	4
Chupa (pote, vieja)	4
Pana	4
Chota	4
Bichote	4
Cangri	3
Casquetero	3
Maliante	3
Caco	2
Sato	2
Yal	2
Labia	2
Bugarrón	2
Puerca	2
Alicate	2
Bellacote	2
Jevo	2
Fleje	2
Soplapote	1
Loquera	1
La neta	1
La clara	1
Toletes	1
Nolas	1
Chambonera	1
Trangalanga	1
Tecato	1

Table 23. (continued)

Nouns	Sub-total
Sucia	1
Pollo	1
Cocorote	1
Bobolona	1
Mamisonga	1
Babosa	1
Bocona	1
Caballota	1
Mamón	1
Riquitillo	1
Ratón	1
Yuka	1
Pariguayo	1
Tierra	1
Bellacrisis	1
Tráfala	1
Belaguira	1
Cohete	1
Bizcocho	1
Total	177

Data Discussion

In summary, the words from the free-writing exercise of Lesson Plan # 5 show similarities to what Kratz (1964), Algeo (1980), and Eble (1996) reported in their studies. I found that Puerto Rican high school students are very creative in the area of slang and that the forms of slang result from the same ordinary word-building processes that produce the general vocabulary.

Research Question 2b

Research Question 2b asked: Do media (radio and TV) have an influence on the creation and promotion of slang?

Data Collection

To address this question about media influence on slang, an area of informal language use, I developed the *Socio-Demographic Information and Influence of Media on Slang (Informal Language) Questionnaire* (SDIMSQ) (See Appendix M), which I administered during the class guided by Lesson Plan #2. Ninety-two students out of the registered 99 students were present the day I administered the SDIMSQ. The SDIMSQ had three parts. Part I asked the students to answer 15 socio-demographic questions; Part II asked the students to answer eight questions about the influence of television, and Part III asked the students to answer five questions about the influence of radio.

Data Analysis

To analyze the data from the SDIMSQ, I tallied the results and examined numbers and percents for the students from the five groups. The answers to the socio-demographic questions from Part I form part of the profile of the students given in chapter 3. In this chapter, I report the results for the answers to the questions in Part II, which concerned the influence of television, and the answers to the questions in Part III, which concerned the influence of radio.

Influence of Media on Slang Questionnaire

According to the responses to Question #1, Part II of the SDIMSQ, overall, 57% (n=52) of the students reported that they had cable TV at home. Table 24 shows the results for the answers to Questions #2, 3, 9, and 10 in Parts II and III of the SDIMSQ.

The answers to these questions are based on the responses of the 92 students who were present the day I administered the questionnaire. As shown in the table, overall, 29% (n=27) of the students reported that they preferred to watch local channels in Spanish on TV while only 16% (n=15) of the students reported that they preferred to watch channels from the US in English, and 40% (n=6) of these 15 students were from 10-9, the Advanced Program. The majority, 54% (n=50) of the students, reported that they preferred to watch both local channels in Spanish and channels from the US in English, a percent that matches with the percent that reported that it had cable TV at home. Overall, 26% (n=24) of the students reported that they preferred to listen to music in Spanish while only 11% (n=10) of the students reported that they preferred to listen to music in English. The majority, 63% (n=58) of the students, reported that they liked to listen to music in both English and Spanish, a higher percent than the 54% who reported that they preferred to watch TV in both English and Spanish. Overall, 77% (n=71) of the students reported that they had learned a slang word from a TV program while 86% (n=79) reported that they had learned a slang word from a radio station program, again a higher percent than the 77% who reported that they had learned a slang word from TV.

Table 24. Language preference and slang words for TV and radio

Questions	Answers	10-9 (29)	10-12 (17)	10-7 (23)	10-6 (8)	10-10 (15)	Total (92)	%
2. What TV channels do you prefer?	Spanish	5	4	9	0	9	27	29%
	English	6	3	2	2	2	15	16%
	Both	18	10	12	6	4	50	54%
3. Have you ever learned a slang word from a TV program?	Yes	23	16	15	6	11	71	77%
	No	6	1	8	2	4	21	23%
9. In which language do you prefer to listen to music?	Spanish	12	2	9	0	1	24	26%
	English	2	3	2	1	2	10	11%
	Both	15	12	12	7	12	58	63%
10. Have you learned a slang word from a radio station?	Yes	26	16	15	8	14	79	86%
	No	3	1	8	0	1	13	14%

Questions # 5, 6, 7, and 8 on Part II of the SDIMSQ asked the students from which TV programs they have learned slang words (#5), which local (Spanish) channels promote the spread of slang (#6), which TV channels from the US (English) promote the spread of slang (#7), and who their television model from whom they have learned slang is (#8). The answers to these questions are based on the total number of responses of the 92 students who were present the day I administered the questionnaire. In all cases, the total number of responses could be more than the total number of students.

Table 25 shows the number and percent of responses and no responses to these questions. The three groups from General English contributed 89% (n=71/80) of the non-responses; the Advanced group and the Business Administration group contributed 62% (217/349) of the responses to these questions. As shown in the table, 59% (n=56) of the responses named MTV as the TV channel from the US that helps to spread slang. Forty-nine percent (n=62) of the responses named *Telemundo* as a local channel that helps to promote slang. One of the longest running and top-rated programs on *Telemundo* is *No Te Duermas,* which is hosted by television and radio personality Antonio Sánchez, also known as *El Gangster*, who hosts a morning radio show on radio station *Salsoul.* *No Te Duermas* is a variety show featuring women in bikinis, salsa and reggaetón artists, gossip, and jokes, and it is not surprising that, as the table shows, 32% (n=31) of the responses named *No Te Duermas* as a TV program from which students have learned a slang word and 23% (n=25) named *El Gangster* as a television model from whom students have learned slang.

Table 25. TV programs, stations, and models that promote slang

Question	Answers	10-9 (33)	10-12 (17)	10-7 (23)	10-6 (8)	10-10 (17)	Total (98)	%
5. From which TV program have you learned a slang word?	*No te Duermas*	8	11	8	0	4	31	32%
	Zúmbate	2	0	3	0	2	7	7%
	Pimp My Ride	4	2	0	0	0	6	6%
	TV advertisements	6	0	0	0	0	6	6%
	Movies	0	1	0	4	0	5	5%
	El Show de Raymond	2	1	0	0	1	4	4%
	Club Sunshine	3	0	0	0	0	3	3%
	Top Rap Video	3	0	0	0	0	3	3%
	La Comay	1	0	0	0	1	2	2%
	¡Qué Suerte!	0	2	0	0	0	2	2%
	El Condominio	1	0	0	0	0	1	1%
	Room Raiders	1	0	0	0	0	1	1%
	Anda Pal Cará	1	0	0	0	0	1	1%
	Jackass	1	0	0	0	0	1	1%
	Sálvese Quien Pueda	0	0	0	0	1	1	1%
	No Answer	0	0	12	4	8	24	24%
Question	Answers	10-9 (40)	10-12 (28)	10-7 (35)	10-6 (9)	10-10 (14)	Total (126)	%
6. Which local TV channels do you think help to spread slang?	Telemundo	20	14	18	6	4	62	49%
	Televicentro	12	9	12	1	3	37	29%
	Univisión	8	5	1	0	0	14	11%
	No Answer	0	0	4	2	7	13	10%
Question	Answers	10-9 (33)	10-12 (17)	10-7 (23)	10-6 (8)	10-10 (14)	Total (95)	%
7. Which TV channels from the US do you think help to spread slang?	MTV	22	15	15	1	3	56	59%
	VH1	4	0	0	0	0	4	4%
	No Answer	7	2	8	7	11	35	37%
Question	Answers	10-9 (37)	10-12 (21)	10-7 (23)	10-6 (12)	10-10 (17)	Total (110)	%
8. Who is your television model that you have learned your slang from?	El Gangster	11	1	7	3	3	25	23%
	"Vicky"	9	8	2	2	1	22	20%
	Raymond Arrieta	3	5	4	0	6	18	16%
	"Berenjeno"	4	5	1	1	2	13	12%
	Miguel Morales	4	1	2	3	0	10	9%
	"Lolo Bond"	6	1	1	1	1	10	9%
	Sonya Cortés	0	0	3	0	0	3	3%
	No Answer	0	0	2	2	4	8	7%

Questions # 12 and 13 on Part III of the SDIMSQ asked the students from which radio stations they have learned slang words (#12) and which local (Spanish) radio stations promote the spread of slang (#13). The answers to these questions are based on the total number of responses of the 92 students who were present the day I administered the questionnaire. In all cases, the total number of responses could be more than the total number of students.

Table 26 shows the number and percent of responses and no responses to these questions. The three groups from General English contributed 83% (n=29/35) of the non-responses; the Advanced group and the Business Administration group contributed 59% (152/258) of the responses to these questions. As shown on the table, *Mix 107.7* and *La Mega* are the radio stations from which 37% (n=50) and 23% (n=31) of the students, respectively, have learned a slang word and which 42% (n=66) and 20% (n=31) of the students, respectively, think help to promote the spread of slang. *Mix 107.7* is a *reggaetón* radio station. *La Mega* radio station plays *reggaetón*, hip hop, and alternative music. Two of the most listened to programs are *El Despelote*, Monday through Friday from 6-10A.M. with Tony, Rocky and Billy as DJ's and *El Juqueo*, Monday through Friday from 3-7P.M. with Abdiel "The Loverboy" and Joel "El Intruder" as DJ's. Given the students interest in *reggaetón* music, it is not surprising that salsa stations such as *Salsoul* were named by a fairly low percent of the students. It seems that the influence of *El Gangster* stems from his TV program, *No Te Duermas*, and not from his radio program on *Salsoul*.

Table 26. Radio stations that promote slang

Question	Answers	10-9 (45)	10-12 (27)	10-7 (29)	10-6 (11)	10-10 (24)	Total (136)	%
12. From which radio station program(s)?	Mix 107.7	17	10	6	7	10	50	37%
	La Mega	11	7	5	2	6	31	23%
	La Equis	12	6	3	1	0	22	16%
	KQ 105	1	3	3	0	0	7	5%
	Salsoul	1	1	0	0	4	6	4%
	No Answer	3	0	12	1	4	20	15%
Question	Answers	10-9 (54)	10-12 (32)	10-7 (36)	10-6 (13)	10-10 (22)	Total (157)	%
13. Which local radio station programs do you think help to spread slang?	Mix 107.7	22	14	14	6	10	66	42%
	La Mega	10	7	8	1	5	31	20%
	La Equis	13	4	5	3	0	25	16%
	Salsoul	5	2	2	0	3	12	8%
	KQ 105	2	3	1	1	0	7	4%
	Onda 94	0	1	0	0	0	1	1%
	No Answer	2	1	6	2	4	15	10%

Questions # 4 and 11 asked students which slang words they had learned from a TV program and from a radio station program, respectively. Tables 27 and 28 show the words that the students reported they had learned from TV and radio, respectively. Overall, the students reported that they had learned 278 words from the media, 50% (139/278) from a TV program and 50% (139/278) from a radio station program. Taking the two tables together, we find that 55% (154/278) of the words the students learned were Spanglish; 33% (93/278) were Spanish, and 11% (31/278) were English. Ninety-four percent (29/31) of the English words were learned from TV while 55% (85/154) of the Spanglish words and 55% (52/93) of the Spanish words were learned from the radio. Perhaps TV promotes English words while radio promotes Spanglish and Spanish words.

Table 27. Slang words learned from a TV program

English words	Total	Spanglish words	Total	Spanish words	Total
Bro	2	Blin blin	8	A fuego	2
Cool	4	Chillin	16	Algaro	1
Dude	1	Gufeo	1	Bailoteo	2
Nigger	2	Gufiao	2	Cangri	1
Pimp	3	Hangueo	10	Charro	1
Trip	1	Janguear	3	Chupamatres	2
What's up	14	Juqueao	1	Corillo	2
Yo	2	Juqueo	2	Cuero	1
		Pariciar	1	Demasiao	1
		Pariseo	2	Felpa	1
		Pary	2	Gatas	1
		Pichar	1	Guillao	2
		Ranqueaera	5	Kokoteo	1
		Ranqueao	10	Lambetuercas	2
		Tripeo	4	Montar	1
		Tripioso	1	Pa	1
				Palga	4
				Perrear	1
				Perreo	9
				Pupi	1
				Que es la que	2
				Soleao	1
				Yaqueo	1
Total	29		69		41

Table 28. Slang words learned from a radio station program

English words	Total	Spanglish words	Total	Spanish words	Total
Chilling	1	Blin blin	5	A fuego	1
What's up	1	Brutal	1	Algarete	2
		Chillin	6	Bailoteo	1
		Fillin	2	Chuliar	1
		Gufiao	1	Gamberro (a)	4
		Janging	1	Guallar	1
		Jangueo	15	Guillaera	1
		Janguiar	9	Guillao	1
		Juqueo	8	Loco	2
		Juquiao	3	Mamón	2
		Mano	1	Panas	9
		Pimpeao	1	Perreo	1
		Pariceo	10	Perro	1
		Paricial	1	Que es la que	9
		Parisiando	1	Que es la que esta pa	1

Table 28. (continued)

English words	Total	Spanglish words	Total	Spanish words	Total
---		Pary	10	Que paja pun	1
		Ranquiao	1	Rampletear	1
		Rapeo	1	Rampletera	5
		Tripeo	7	Socio	2
		Tripiar	1	Vegetando	1
				Yuka	5
Total	2		85		52

Tables 29-31 match the slang words analyzed in Research Question 2a that students provided during the free-writing exercise with the slang words that the students reported that they learned from TV and radio media. Table 29 shows that the only English words that the free-written exercise had in common with the media data are the words *cool* and *chilling*.

Table 29. Free-written English slang words matched to words from TV and radio

Words	Free-written slang words	TV	Radio	Total
Cool	28	4	0	32
what's up	0	14	1	15
Chilling	8	0	1	9
bling bling	6	0	0	6
Pimp	1	3	0	4
Buster	2	0	0	2
Gangster	2	0	0	2
Hangin	1	0	0	1
Looser	2	0	0	2
Yo	0	2	0	2
Nigger	0	2	0	2
Bro	0	2	0	2
Awesome	1	0	0	1
Blunt	1	0	0	1
Boss	1	0	0	1
Chillout	1	0	0	1
Cripping	1	0	0	1
Excellent	1	0	0	1
Trip	0	1	0	1
Dude	0	1	0	1
Total	56	29	2	87

Table 30 shows that the free-written data and the media data had twelve Spanglish words in common. These were words that derived from the English root words: *hang, part, rank, trip, hook, bling bling, goof, filling, pitch, pimp, chill,* and *rap*.

Table 30. Free-written Spanglish slang words matched to words from TV and radio

Words	Free-written slang words	TV	Radio	Total
Hang	46	13	25	84
Party	36	5	22	63
Rank	43	15	1	59
Trip	41	5	8	54
Hook	14	3	11	28
Bling bling	15	8	5	28
Goof	15	3	1	19
Fake	17	0	0	17
Pump	10	0	0	10
g-string	8	0	0	8
Right true	6	0	0	6
Chunk	7	0	0	7
Filling	4	0	2	6
Front	4	0	0	4
Pitch	4	1	0	5
Full	3	0	0	3
Cigarette	3	0	0	3
Munch	2	0	0	2
Bitch	2	0	0	2
Pimp	1	0	1	2
Mickey	1	0	0	1
Chill	1	16	6	23
Ready	1	0	0	1
Bad trip	1	0	0	1
Rap	1	0	1	2
Mano	0	0	1	1
Brutal	0	0	1	1
Total	286	69	85	440

Table 31 shows that the free-written data and the media data had several Spanish slang words in common. These included: *perrear, guillar, parga, rampletear, corrillo*, and *a fuego* On the basis of this data, it seems that the media is a source for Spanglish and Spanish slang words but, with the exception of *cool* and *chilling*, not for English slang words.

Table 31. Free-written Spanish slang words matched to words from TV and radio

Words	Free-written slang words	TV	Radio	Total
Perrear	40	10	1	51
Guillar	23	2	2	27
Parga (o)	23	4	0	27
Rampletear	21	0	6	27
Corillo	18	2	0	20
A fuego	14	2	1	17
Cafre	12	0	0	12
Popola	12	0	0	12
Torta	12	0	0	12
Charra (o)	11	1	0	12
Guallar	9	0	1	10
Nebuliar	9	0	0	9
Cuera (o)	9	1	0	10
Melaza	9	0	0	9
Wiqui-wiqui	8	0	0	8
Chulear	8	0	1	9
Roncar	7	0	0	7
Filotear	7	0	0	7
(be) Llaquear	6	1	0	7
Rebuliar	6	0	0	6
Pasao	6	0	0	6
Soleao	5	1	0	6
Montar	5	1	0	6
Algarete	4	1	2	7
Bichote	4	0	0	4
Chota	4	0	0	4
Cochiniar	4	0	0	4
Demasiao	4	1	0	5
Guasa	4	0	0	4
Pana	4	0	9	13
Acicalar	4	0	0	4

Table 31. (continued)

Words	Free-written slang words	TV	Radio	Total
Cangri	3	1	0	4
Casquetero	3	0	0	3
Fumetear	3	0	0	3
Lambepote	3	0	0	3
Maliante	3	0	0	3
Pichar	3	0	0	3
Alicate	2	0	0	2
Bellacote	2	0	0	2
Bugarrón	2	0	0	2
Caco	2	0	0	2
Cañón	2	0	0	2
Chupapote	2	0	0	2
Chupavieja	2	0	0	2
Fantasmear	2	0	0	2
Fleje	2	0	0	2
Jevo	2	0	0	2
Labia	2	0	0	2
Lambellaga	2	0	0	2
Lambetuerca	2	2	0	4
Peposo	2	0	0	2
Puerca	2	0	0	2
Sandunguear	2	0	0	2
Sato	2	0	0	2
Yal	2	0	0	2
Aniquelao	1	0	0	1
Babosa	1	0	0	1
Belaguira	1	0	0	1
Bellacrisis	1	0	0	1
Bizcocho	1	0	0	1
Bobolona	1	0	0	1
Bocona	1	0	0	1
Caballota	1	0	0	1
Chambonera	1	0	0	1
Chulisnáquin	1	0	0	1
Chupetear	1	0	0	1
Cocorote	1	0	0	1
Cohete	1	0	0	1

Table 31. (continued)

Words	Free-written slang words	TV	Radio	Total
Fino	1	0	0	1
Gamberriar	1	0	4	5
La clara	1	0	0	1
La neta	1	0	0	1
Loquera	1	0	0	1
Mamisonga	1	0	0	1
Mamón	1	0	2	3
Mangoneo	1	0	0	1
Nolas	1	0	0	1
Pariguayo	1	0	0	1
Pollo	1	0	0	1
Ratón	1	0	0	1
Riquitillo	1	0	0	1
Soplapote	1	0	0	1
Sucia	1	0	0	1
Tecato	1	0	0	1
Tierra	1	0	0	1
Toletes	1	0	0	1
Tostao	1	0	0	1
Tráfala	1	0	0	1
Trangalanga	1	0	0	1
Yuka	1	0	5	6
Qué es la que	0	2	9	11
Pupi	0	1	0	1
Pa	0	1	0	1
Gatas	0	1	0	1
Chupamatres	0	2	0	2
Bailoteo	0	2	1	3
Felpa	0	1	0	1
Kokoteo	0	1	0	1
Que paja pun	0	0	1	1
Que es la que esta pa	0	0	1	1
Socio	0	0	2	2
Loco	0	0	2	2
Perro	0	0	1	1
Vegetando	0	0	1	1
Total	401	41	52	494

Data Discussion

In summary, similar to Algeo (1980) and Eble (1996), who believe that some slang words are learned and disseminated through mass communication, the SDIMSQ demonstrated that the same is true for this study. The majority of the students reported that they have learned slang words from TV and radio programs.

Research Question # 3

Research Question 3 asked: Does English language and Spanglish slang in a bilingual setting, such as Puerto Rico, lead to the re-evaluation of Puerto Rico as a mixed ESL/EFL English-using society in informal domains of use (Blau and Dayton, 1997).

Data Collection

To address Research Question 3 and find out if English language and Spanglish slang in a bilingual setting, such as Puerto Rico, lead to the re-evaluation of Puerto Rico as a mixed ESL/EFL English-using society in informal domains of use, I analyzed the data provided by the students on the Lexical Variant Substitution Task (LVST) which the students did during the class guided by lesson Plan #1 (See Appendix N).

Data Analysis

To analyze the data provided by the LVST, I tallied the number and percent of responses for the students from the five groups that were present when I administered the LVST. In this section, I report, the students' work on the LVST.

Lexical Variant Substitution Task

All 99 students completed the Lexical Variant Substitution Task (LVST) which had four parts. The first two parts of the LVST were in Spanish; Part I involved substituting formal words and expressions for informal words and expressions; Part II involved substituting informal words and expressions for formal words and expressions. The words and expressions in Part I included: *lleno, esta bien económicamente, sinceramente, decir mentiras*, and *vomitando lo que se comió;* the words and expressions in Part II included: *monchar, pompiao, rapea, rochees*, and *guerlas*.

The second two parts of the LVST were in English. Part III, involved substituting formal words and expressions for informal words and expressions while Part IV involved substituting informal words and expressions for formal words and expressions. The words and expressions in Part III included: *Hello, Manuel!, very nice, diamond jewelry, relax* and *having fun;* the words and expressions in Part IV included: *freaked out, Man, what a bad trip!, tripping, Hey, What's up!,* and *hang out*.

Table 32 shows the informal words and phrases in Spanish that the students substituted for the formal words and phrases. As shown in the table for the first formal item, *lleno,* variants of the Spanish word *jarto* accounted for 61% of the substitutions while variants of the English word *full* and the Spanglish word *fuleteao (full)* accounted for 21% of the substitutions. For the second formal item, *esta bien económicamente*, variants of the Spanglish word *rankeao* (rank) accounted for 28% of the substitutions while phrases that contained the English word *money* and Spanish words for money such as *chavos, torta, verdes* accounted for 38% of the substitutions. For the third formal item, *sinceramente*, the phrase *hablando claro* accounted for 46% of the substitutions, phrases with the word *verdad* accounted for 25% of the substitutions, and variants of the Spanglish word *raitru (right true)* accounted for 34% of the substitutions. For the fourth formal item, *decir mentiras,* the phrase *meter fecas*, which contains the Spanglish word *feca (fake),* accounted for 61% of the substitutions, and for the fifth formal item, *vomitando lo que se comió*, variants of the Spanglish *chonkeando (chunk)* accounted for 76% of the substitutions.

Table 32. The substitution of formal words and expressions in Spanish for informal words and expressions

Formal word	Informal variant	Total (n=99)
6. No quiero más, estoy lleno.	Jarto	31
	Jalto	19
	Harto	10
	Arto	1
	Full	11
	Ful	5
	Fulleao	3
	Fuleteao	2
	Empachao	6
	Empancinao	1
	Explotao	3
	Inflao	1
	Barraco	2
	Marrano	1
	Vaca	1
	Montao	1
	No answer	1
7. Ernesto tiene un BMW. Se nota que esta bien economicamente.	Esta ranquiao	16
	Esta ranqueao	12
	Tiene chavos	15
	Tiene torta	9
	Tiene tolta	8
	Tiene verdes	3
	Tiene money	2
	Tiene guaniquiqui	1
	Esta guillau	11
	Esta montao	2
	Esta forrao	2
	Esta en las papas	2
	Tirando kripi	4
	Pimpiao	4
	Sin fecas	4
	No answer	4

Table 32. The substitution of formal words and expressions in Spanish for informal words and expressions (continued)

Formal word	Informal variant	Total (n=99)
8. Sinceramente, te estoy diciendo la verdad.	Hablando claro	29
	En verdad	17
	En velda	8
	Raitru	6
	Raytru	4
	Right true	4
	Ray true	4
	Raytrue	4
	Rai true	3
	Rightrue	3
	Rightru	3
	A la ray	3
	Sin fecas	2
	Sin tripeo	2
	La clara	2
	La neta	1
	De cora	1
	No answer	3
9. A ella le encanta decir mentiras.	Meter fecas	61
	Meter las cabras	9
	Meterlo mongo	1
	Decir embustes	21
	Boconiar	2
	No answer	5
10. El está en el baño, vomitando lo que se comió.	Chonquiando	50
	Chonqueando	9
	Chonkiando	6
	Shonquiando	5
	Chunkiando	3
	Chonkeando	2
	Chunkeando	1
	Botando	9
	Botando porqueria	2
	Botando lo que pujo	1
	Devolviendo	4
	Con un over	1
	No answer	6

Table 33 shows the formal words and phrases in Spanish that the students substituted for the informal words and phrases. As shown in the table for the first informal item, Spanglish *monchar (munch),* the word *comer* accounted for 80% of the substitutions. For the second informal item, Spanglish *pompiao (pumped),* the phrase *bien fuerte* accounted for 69% of the substitutions. For the third informal item, Spanglish *rapea (rap)*, the words *coquetea* and *enamora* accounted for 66% of the substitutions. For the fourth informal item, *rochees,* the students gave 20 lexical variants with the words *preocupes* and *frustres* accounting for 48% of the substitutions. Finally, for the fifth informal item, Spanglish *guerlas (girls)*, the words *chicas*, *mujeres*, and *muchachas* accounted for 82% of the substitutions.

Table 33. The substitution of informal words and expressions in Spanish for formal words and expressions

Informal word	Formal variant	Total (n=99)
1. Acompañame a monchar algo en la cafeteria.	Comer	80
	Almorzar	7
	Merendar	3
	Comprar	8
	No answer	1
2. ¡No hables de el! El alza pesas y esta bien pompiao.	Bien fuerte	69
	Bien bueno	5
	Bien formado	4
	Bien bonito	3
	Bien marcado	2
	Bien lindo	2
	Bien Tosco	1
	Bien hinchao	1
	Musculoso	8
	No answer	4

Table 33. The substitution of informal words and expressions in Spanish for formal words and expressions (continued)

Informal word	Formal variant	Total (n=99)
3. Andrés le rapea hasta a una escoba con peluca.	Coquetea	40
	Enamora	26
	Corteja	6
	Pretende	3
	Le gusta	6
	Le baila	6
	Le habla	5
	Le tira	3
	Le piropea	3
	No answer	1
4. No te rochees, si hay tiempo pa' estudiar el material.	Preocupes	34
	Frustres	14
	Desesperes	6
	Apresures	3
	Bloquees	1
	Traumatices	1
	Entristezcas	7
	Deprimas	5
	Desanimes	3
	Aflijas	2
	Desiluciones	1
	Reprimas	1
	Angusties	1
	Maltigues	1
	Pongas triste	3
	Pongas mal	2
	Enojes	4
	Molestes	3
	Enfogones	3
	Exaltes	2
	No answer	2
5. Voy pa' la fiesta a ver las guerlas.	Chicas	35
	Mujeres	25
	Muchachas	22
	Damas	7
	Nenas	6
	Hembras	1
	Las jovenes	2
	No answer	1

Table 34 shows the informal words and phrases in English that the students substituted for the formal words and phrases. As shown in the table for the first formal item, *Hello, Manuel*!, the students substituted *what's up, hey*, and *hi* for the formal *hello* and *man, dude, many, manuelito, brother, crazy boy, bro*, and *nigga* for the formal *Manuel*. As shown in the table for the second formal variant, *very nice*, the words *cool* and variants of the word *chillin* accounted for 72% of the substitutions that the students made for *very nice*. As shown in the table for the third formal variant, *diamond jewelry*, variants of the word *bling bling* accounted for 95% of the substitutions that the students made for *diamond jewelry*. As shown in the table for the fourth formal variant, *relax*, variants of the words *trippin* and *chillin* accounted for 75% of the substitutions that the students made for *relax,* and as shown in the table for the fifth variant *having fun*, variants of the words *trippin* and *chillin* accounted for 80% of the substitutions that the students made for *having fun*.

Table 34. The substitution of formal words and expressions in English for informal words and expressions

Formal word	Informal variant	Total (n=99)
1. Hello, Manuel!	Hey, Manuel	19
	What's up Manuel	16
	Hey, what's up Manuel	13
	Hey, what's up	6
	Hey, what's up, man	2
	What's up, man	6
	Wat's up	5
	What's up dude	3
	What's up Manny	3
	What's up nigga	3
	What's up Manuelito	1
	What's up brother	1
	Hey, man	5
	Hey, brother	5
	Hey, crazy boy	2
	Hey, bro	1
	Hi, man	1
	No answer	7
2. That motorcycle is very nice.	Cool	53
	Brutal	3
	Chillin	11
	Chilling	3
	Chilin	3
	Chilly	1
	Chilyn	1
	Tripping	1
	Tripin	1
	Tripi	1
	Awesome	3
	Awesome	1
	Maquein	2
	Makein	1
	Rocks	2
	Pimped	1
	Ranking	1
	Funky	1
	Good sport	1
	No answer	8

Table 34. The substitution of formal words and expressions in English for informal words and expressions (continued)

Formal word	Informal variant	Total (n=99)
3. Usher has nice diamond jewelry.	Bling bling	30
	Blin blin	40
	Blin bling	7
	Bling blin	1
	Blin blim	1
	Blim blim	13
	Blind blind	3
	No answer	4
4. After the exam, we are going to relax.	Tripping	23
	Trippin	1
	Trip	4
	To trip around	1
	Chilling	13
	Chillin	4
	Chilin	7
	Chiling	3
	Chilli	2
	To chill	2
	Chill out	13
	Shillin	1
	Sheeleeng	1
	Hang out	17
	Slow down	1
	Massage my brain	1
	No answer	5
5. We are having fun.	Tripping	34
	Triping	13
	Trippin	3
	Tripin	3
	Tryping	1
	Trip	2
	Chilling	6
	Chillin	3
	Chilin	15
	Foquin around	2
	Fuck around	2
	Hanging out	3
	No answer	12

Table 35 shows the formal words and phrases in English that the students substituted for the informal words and phrases. As shown in the table for the first informal item, *freaked out,* variants of the words *scared, frightened/afraid, shocked*, *surprised,* and *nervous* accounted for 83% of the substitutions that the students made for *freaked out*. For the second informal item, *Man, What a bad trip*!, the phrase *a problem* accounted for 20% of the substitutions and various phrases that contained the word *bad* accounted for 45% of the substitutions. For the third informal item, *tripping,* variants of the word *joking*, accounted for 74% of the substitutions. For the fourth informal item, *Hey, what's up*?, phrases containing the word *hello* accounted for 71% of the substitutions, and for the fifth informal item, *hang out*, the two-word verb *go out* accounted for 76% of the substitutions.

Table 35. The substitution of informal words and expressions in English for formal words and expressions

Informal word	Formal variant	Total (n=99)
1. The teacher caught me cheating and I freaked out.	I scare	24
	I scared	13
	I got scared	5
	I cared	1
	I scary	1
	I frightned	2
	I was frighten	2
	I afraid	1
	I shoked	2
	I schoked	4
	I shoked	1
	I in shock	4
	I surprised	7
	I solprays	1
	I sorpreded	3
	I nervous	7
	I nervious	4
	I got nervious	1
	I impressed	4
	I paralyzed	2
	I not relaxed	1
	I panic	1
	No answer	8
2. I am looking for my homework and I can't find it. Man, what a bad trip.	A problem	20
	Bad luck	32
	Bad lock	1
	A bad situation	2
	Bad experience	1
	A bad play	1
	That's bad	4
	Bad for me	2
	Feel bad	2
	Not nice	1
	Not funny	1
	I lost it	3
	Oh no!	1
	What can I do	1
	No answer	27

Table 35. The substitution of informal words and expressions in English for formal words and expressions (continued)

Informal word	Formal variant	Total (n=99)
3. Stop tripping and do your work.	Joking	65
	Doing jokes	4
	Youking	4
	Playing	2
	Talking	1
	Laughing	1
	Relaxation	1
	Stop the party	1
	Bodering	2
	Molesting	2
	Annoying	6
	No answer	10
4. Hey what's up?	Hello, how are you?	43
	Hi, how are you?	9
	Hey, how are you?	3
	Hello, what's going on?	1
	Hello, how you doing?	1
	Hello, what happened?	8
	Hello, good morning	5
	Hello!	4
	Welcome	1
	Good morning	15
	No answer	9
5. We like to hang out with Sara and María.	Go out	76
	Take a walk	1
	To exit	1
	To share	10
	Spend time	2
	To be together	1
	No answer	8

Data Discussion

Moag (1982) (as cited in Blau and Dayton, 1997), defined EFL societies as ones in which "*English is excluded from the informal domains* [italics added] of home and shopping and from informal social activities" (p. 140). Moag, also defined ESL societies as ones in which "*English is used* [italics added] in the home for shopping and *in informal social interactions* [italics added] such as that which takes place on the street *and in school settings such as school playgrounds* [italics added]" (p. 140). Blau and Dayton concluded, that "*with respect to informal domains of use* [italics added], PR bears a resemblance to an EFL society" (p. 143).

The fact that the students were able to substitute formal words in Spanish with informal words in Spanglish, which have English roots, and formal words in English with informal words in English indicates the presence of informal English-based Spanglish words and informal English words, many of which are slang words, in the students' vocabularies. If the students have these informal words in their vocabularies, they should have an informal domain in which to use them. One possible informal domain is in social interaction in the school yard at school, where I have heard the students using many of these words. The presence of these informal words in Spanglish and in English in an informal domain such as the school yard, points toward the use of English in an informal domain in Puerto Rico and towards Puerto Rico as an ESL English-using society.

Chapter V: Conclusions

The first objective of this thesis was to create a teaching unit of lesson plans on style, with an emphasis on informal style, at the lexical level, and a focus on slang, in order to expose students to informal English language use. This objective was achieved in that I created a teaching unit of six lesson plans each with five elements that are in line with the content standards of *The Curricular Framework: English Program* (Department of Education, 2003).

The second objective was to determine how the unit would be received by the students. This objective was achieved. The students demonstrated positive reactions as shown through the classroom observations and the SUEQ.

The third objective was to analyze the slang elicited through the teaching unit from the standpoint, primarily, of morphology. This objective was achieved through the free-written exercise in Lesson Plan #5, in which students wrote slang words in English, Spanglish and Spanish and through the analysis of the slang words in terms of their English and Spanish roots and affixes..

The fourth objective was to find out if media (radio and TV) have an influence on the creation and promotion of slang. This objective was achieved with the SDIMSQ which showed that the students reported that media had an influence on their own use of slang.

The fifth objective was to find out if slang, an informal use of English, used by students in a bilingual setting, such as Puerto Rico, would lead to the re-evaluation of Puerto Rico as an English as a Foreign Language or English as a Second Language English-using society (Blau and Dayton, 1997). This objective was achieved with the

LVST which demonstrated that students could identify and produce formal and informal words and phrases in English and Spanish and pointed to the presence of informal words, including informal slang words, in English in the students' vocabularies. These informal words imply the presence of an informal domain in which to use them. Concluding that the students have informal words and phrases, particularly informal slang words and phrases, leads to the conclusion that the students have an informal domain in which to use them, for example, in the school yard in informal interaction. The presence of informal words and phrases in an informal domain leads to the conclusion that Puerto Rico may bear more resemblance to an English as a Second Language (ESL) English-using society than to an English as a Foreign Language (EFL) English-using society.

Pedagogical Implications

When I began this study, I had been teaching English in the classroom for five years, three in Margarita Janer Palacios high school. During these three years, I never used informal words or slang words in class. On the personal level, I was positive about the use of informal style, specifically slang in the classroom, but I was hesitant also because I did not know how the use of informal style and slang words would affect the students' perceptions toward me as the English teacher and toward the English class. It came as a surprise to find, as a result of this thesis that students reacted positively to the unit. Thus, the first pedagogical implication of this thesis is that teachers should develop their lesson plans using topics that are pertinent to students. Like Hyde, Daniels, and Zelman (1998) suggest, it is important to develop units based on students' concerns, and, in this case, *reggaetón* and its slang, was one of these students' main concerns.

A second pedagogical implication from this thesis is that teachers should use more media in the classroom. Due to the fact that these students were born, as Figueroa (1999b) suggested, into a decade of computer and technological explosion and are used to both computers and other technological inovations, teachers should create their lesson plans incorporating, at the very least, different media such as the overhead projector, tape recorder, and movies used in the lesson plans in the unit. These media may be low tech when compared to other media and technological innovations, but they are, at least, a first step towards attracting the students' attention.

Limitations of the Study

The limitation of this thesis has to do with three of the statements (#2, #8 and #9) on the SUEQ. Statement #2 read: I learned the differences between formal and informal styles of language. Statement #8 read: Using slang words motivated me to learn the parts of speech such as: nouns, verbs, and adjectives. Finally, statement #9 read: After this unit, I can identify slang words as Spanish, English, or Spanglish. I asked the students to respond to the statements on the SUEQ in terms of their own individual personal responses. Given that the student responses is self report data, I can not be sure if statements #2, #8, and #9 on the SUEQ truly measured the students' learning since there is a difference in what students say they do and what they actually do. In fact, when I examined the slang mini dictionaries that the different classes produced, I found that the students did not seem to have a very good grasp of the parts of speech or to be able to identify words as Spanish, English, or Spanglish.

Directions for Future Research

There are several directions future researchers can take to contribute to a broader picture of informal language style and slang use in lesson planning. First, researchers could develop and analyze this study by gender to find out if there is a difference between males and females in terms of the way they speak and the formal or informal language style they use. Second, the same unit can be used in junior high school to find out if the reaction of younger students is different. From my experience as an English teacher at both junior high school and high school levels, I would expect students from junior high schools to react differently to the style unit than high school students. Third, the unit can be used at a school which has fifty minutes per class to find out if the length of a class makes a difference in terms of the presentation and the acceptance of the material in the lesson plans. As an English teacher who has worked with schedules that vary in terms of class time, fifty minutes vs. one hour and forty-minutes, I have seen differences in students' reaction to short or long class periods.

To conclude, given the directions for future research that I have mentioned here, I would like to call attention to the need for future research in the areas of curriculum development, the creation of teaching units, and lesson planning taking into consideration students' interests and integrating media in order to inspire the students to learn English in the English class.

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Appendix A
Authorization Request to Conduct a Study in the School

1 de agosto de 2004

A: Sra. Anayantzie Altieri
Directora Esc. Superior Margarita Janer Palacios

De: Aynicha I. Ríos
Maestra de Inglés

Asunto: Autorización para llevar a cabo estudio en la escuela

Sra. Anayantzie Altieri:

Como es de su conocimiento estoy llevando a cabo estudios post graduados en la Universidad de Puerto Rico, Recinto de Mayagüez para completar mi grado de maestría. Para poder obtener el grado llevaré a cabo un estudio (tesis) en la escuela. El estudio trata sobre el uso informal del inglés entre los estudiantes de la escuela superior. Por este medio solicito su permiso para llevar a cabo el estudio con mis estudiantes de décimo grado. El mismo consistirá de la administración de una unidad, desarrollada por mí, tomando en consideración los estándares de la materia, la cual incluye varias técnicas de assessment y cuestionarios. Hago constar que relevo al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir durante la duración de mi estudio. Espero contar con su cooperación y autorización.
Gracias anticipadas.

_____

Aynicha I. Ríos
Maestra de Inglés

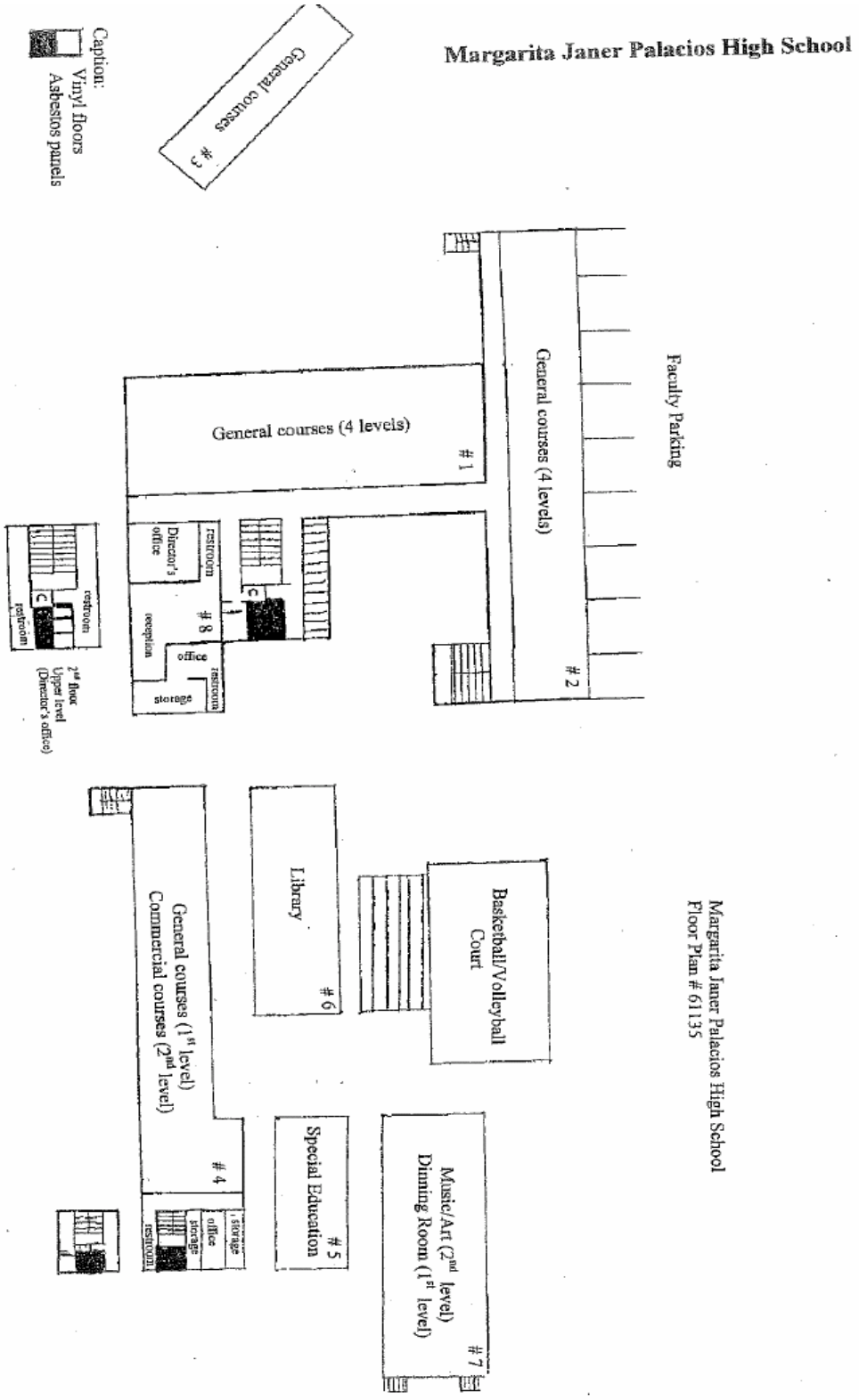
_____Autorizo a llevar a cabo el estudio VoBo._____
_____No Autorizo a llevar a cabo el estudio

*Se releva al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de la unidad, los cuestionarios y de la información que se solicita y provea a través de los mismos.

Appendix B

Map of Guaynabo

Appendix C


Margarita Janer Palacios High School
Caption:
Vinyl floors
Asbestos panels
General courses # 3
Faculty Parking
General courses (4 levels) # 2
General courses (4 levels) # 1
Director's office
restroom
reception
8
office
storage
restroom
2nd floor
Upped level
(Director's office)
Basketball/Volleyball Court
Library # 6
General courses (1st level)
Commercial courses (2nd level) # 4
storage
office
storage
restroom
Special Education # 5
Music/Art (2nd level)
Dinning Room (1st level) # 7
Margarita Janer Palacios High School
Floor Plan # 61135

Appendix D

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 10-12

Content Standard #1	Concepts	Skills	Attitudes and Values	Assessment
Oral Communication				
- The student listens to and uses language effectively to interact verbally/non-verbally in different academic and social environments, using different learning strategies and critical thinking skills.	- communication - ideas - thought - thinking process - oral language - expression - non-verbal cues - writing - feelings - planning - details - sequence of events - main idea - questions - topic - talk freely	**Tenth Grade** - Listens to a short selection and identifies details, main idea or sequence - Selects a topic and talks freely about it **Eleventh Grade** - Listens to a short selection and identifies details, main idea or sequence **Twelfth Grade** - Listens to a short selection and identifies details, main idea or sequence - Selects a topic and talks feely about it.	- Awareness of verbal and nonverbal communication - Willingness to share experiences and ideas - Willingness to talk in front of others - Willingness to risk errors - Confidence in one's ability to communicate in English	- Observation (rubric or checklist) - Recording of conversations and discussions (rubric or checklist) - Student-teacher interview (rubric) - Self assessment (checklist) - Peer assessment (checklist) - Oral presentations (rubrics, checklist) - Anecdotal records

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 10-12

Content Standard #2	Concepts	Skills	Attitudes and Values	Assessment
Written Communication				
- The student writes narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies and the stages of the writing process.	- thinking process - organize - ideas - discussion - messages - interpretation - experience - knowledge - content - learning - imagination - creativity - issues - narratives - hypothesis - research - poems - songs - skits - essay - introduction - body - conclusion - outlining	**Tenth Grade** - Writes an essay about a given topic including an introduction, body and a conclusion **Eleventh Grade** - Writes an essay about a given issue in which he/she formulates a hypothesis and uses well-structured and logical narrative to support or reject it **Twelfth Grade** - Writes an essay about a current issue that includes a documented defense of the hypothesis	- Willingness to use English to communicate - Desire to share ideas and thoughts - Desire to share personal experiences - Willingness to edit and rewrite to improve - Satisfaction and pride in the results obtained from efforts - Willingness to do research using different library sources	- Comic Strips (checklist, rubric) - Writing Log - Journals - Anecdotal Records - Graphic Organizers - Essays (rubrics) - Writing Prompts

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level 10-12

Content Standard #3	Concepts	Skills	Attitudes and Values	Assessment
Reading Comprehension				
- The student demonstrates confidence, independence and flexibility in the strategic use of reading skills, critical thinking and the conventions of language for reading a range of simple to complex texts.	- reading - reading strategies - organizational structures - semantics - word meaning (origin, derivations, idioms, analogies) - figures of speech: metaphors, similes, hyperboles, personifications - denotations - connotation - syntax - sustained reading - details - summarizing - main ideas and supporting details - inferences - prediction of outcomes - fact and opinion - author's conclusion - sequence of events - author's purpose, facts that support a conclusion - summarizing - graphic information - rhythm - flow - meter	**Tenth Grade** - Recognizes figures of speech - Organizes the steps in a process - Identifies facts that support a conclusion - Predicts outcomes - Identifies facts that support an opinion **Eleventh Grade** - Identifies an inferred main idea - Paraphrases ideas and sentences - Identifies figures of speech such as similes, metaphors, personification and hyperboles - Identifies relevant details that support a fact or an opinion **Twelfth Grade** - Identifies idioms and their meaning - Identifies analogies - Predicts outcomes - Interprets information from maps, diagrams, charts and graphs - Identifies relevant details that support facts and/or opinion	- Enjoy reading as a lifelong pursuit - Understand that literature reflects and illuminates human experiences, motives, conflicts and values - Link personal experience to those presented in the reading	- Reading Log (checklist) - Individual recitations (rubric) - Comic Strips (checklist) - Graphic Organizers - Self assessment (checklist) - Teacher's observation (checklist) - KWL Chart

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION

SCOPE and SEQUENCE

Grade Level – 1-3

Content Standard #4	Concepts	Skills	Attitudes and Values	Assessment
Literary Appreciation				
- The student uses the language arts to comprehend, interpret and criticize imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, recognizing the social, historical and cultural features of the text.	- story elements - comprehension - outlining - story maps - figurative, imaginative and/or abstract analysis - poetic elements (rhythm, onomatopoeia, alliteration, assonance) - problem or conflict - plot - paraphrases - point of view - essays - speeches - critical reviews - persuasive technique - advertisement - linear and circular plot structures	**Tenth Grade** - Identifies poetic elements (rhyme, rhythm, onomatopoeia, alliteration, assonance and parallelism) - Identifies the main problem or conflict of the plot and how it is resolved **Eleventh Grade** - Paraphrases the meaning of selected poems - Identifies the authors point of view in essays, speeches and/or critical reviews **Twelfth Grade** - Identifies the persuasive technique being used in an advertisement - Recognizes linear and circular plot structures in stories	- Awareness of the joy that literature from around the world can give us as a means of knowing and understanding other cultures - Show interest in interpreting and using language to express feelings and beauty - Relates cultural diversity to one's life	- Reading inventory - Reader's response journal - Journals - Essays (rubric) - Book Talk (rubric) - Dramatizations - Writing Logs - Graphic Organizers - Story Maps

Appendix E

Learning Objective Verbs at Each Bloom Taxonomy Level

Cognitive Level	Illustrative Verbs	Definitions
Knowledge	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	remembering previously learned information
Comprehension	classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	grasping the meaning of information
Application	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write	applying knowledge to actual situations
Analysis	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test	breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized
Synthesis	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	rearranging component ideas into a new whole
Evaluation	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support	making judgments based on internal evidence or external criteria

Appendix F

BASIC PRINCIPLES OF E C A STRATEGY

EXPLORATION

Objectives

1. To activate previous knowledge

2. To diagnose, or identify students' knowledge about the theme, skills, and attitudes

3. To strengthen pupils' self-esteem

4. To stimulate the use of thinking and metacognition

5. To establish a bridge between the students' experiences and the subject matter

6. To motivate the students (arouse interest, make them aware of the need for new knowledge, recognition of limitations) to self-examination

7. To introduce the objectives of the unit or story theme

Activities

--Presentation of the theme, subject, idea, problem to be considered which requires thinking and provokes students' participation, brainstorming, etc.

--Asking students to clarify, explain. Examples: What do you mean by...? Do you mean that...? Would you please explain...?

--Justification of the opinion given

--Comparison of opinions; point out limitations regarding skills, knowledge and attitudes

--Establish the need for learning

--Presentation of the theme of the new material, story, poem, selection, article, unit, etc.

Materials--pictures, illustrations, map, objects, songs, paintings, etc.

CONCEPTUALIZATION

Objectives

1. To introduce new information, concept, facts, reading, etc.

2. To develop/enrich students' concepts

3. To demonstrate, model the use of skills and attitudes related to the subject matter (application of concept)

4. To stimulate metacognition

5. To reconstruct students' experiences relating to the new information

Activities

--Presentation of the concept (structure, utility, examples, story)

--Demonstration of the concept (explain, discuss, read)

--Presentation of examples of the application of the concept through different skills (practice in meaningful situations), questions, peer practice, drills, guided reading

--Presentation of exercises which require application of the concept in skill-building exercises, seatwork, etc.

APPLICATION

Objectives

1. To practice the skill independently

2. To strengthen the skill in relation to the concept

3. To diagnose achievement of goal

Activities

--Exercises for practice (independent application)

--Evaluation of the use of the skill and the relevance of the content. Examples: What did we learn today?
Is it important?
How can we use it?

--Recognition of the need for more or deeper study. Examples: homework, assignments, projects, independent study, etc.

--Planning of further activities related to the theme. Examples: special projects to improve school or community, charts, posters, letters, compositions, drawings, research projects

Appendix G

Style Unit Evaluation Questionnaire (SUEQ)

Sex_____ Age_____

INSTRUCTIONS:
Read the following statements. If you agree with the statement, put an (X) in the blank next to the word "agree." If you disagree with the statement, put an (X) in the blank next to the word "disagree."

PART I

1. It is important to learn the difference between formal and informal styles of language.
Agree_____ Disagree_____

2. I learned the differences between formal and informal styles of language.
Agree_____ Disagree_____

3. I learned that the use of formal and informal styles of language depends on what I am talking about, where I am having the conversation, and who I am talking to.
Agree_____ Disagree_____

4. I learned the social and stylistic characteristics of slang.
Agree_____ Disagree_____

5. I learned that slang is an informal style of language that is mostly used by older adults.
Agree_____ Disagree_____

6. I enjoyed learning about slang from watching a film instead of reading a book.
Agree_____ Disagree_____

7. I know that slang words can vary from one teenage subculture to another teenage subculture.
Agree_____ Disagree_____

8. Using slang words motivated me to learn the parts of speech such as: nouns, verbs, and adjectives.
Agree_____ Disagree_____

9. After this unit, I can identify slang words as Spanish, English, or Spanglish.
Agree_____ Disagree_____

10. After this unit, I would like to learn more English slang words.
Agree_____ Disagree_____

PART II. Answer the following questions:

1. What did you like most about the unit?

2. What did you dislike about the unit?

3. What thing(s) would you change about the unit?

4. If you were a teacher, what grade would you give to this unit? Why?

PART III. Please tell me anything else you want about the unit

Appendix H
Students' Essays

10-0 28/APRIL/05

Topic: I classify myself as...
The Skater, the graffiteros and the breakdancers

I classify myself as the skater group because I like to ride skate. I belong a team named "Tags" (I made myself). I ride skate in San Juan, Caguas and Bayamon. My friend "Negro", he like to ride skate too. I like so much to ride skate. We use the words like "brutal, loco".

I classify myself as the graffiti group too because I like to draw. In the graffiti you can found different types of graffitis like "World Style", Bombers", "tagers", "OLD SCHOOL", etc. I belong a team of Caguas named COA (crime or art). Thats my team, I like to do graffiti in the walls.

I classify myself as the breakdancers team too. In COA there was a team who dancing "breaking". I like to breakdancing; I factured 1 leg dancing. I do different passes in the dancing. Breakin' it's the best.

10-9 April 27, 2005

I classify myself as a freak

How many clasifications! There is the "rockeros", that's the tipe of kids who listen to rock 24/7 and have nothing else to do. There is the "cacos", that's the sort of kids who listen to reggueaton and all they can think of is "perrear" and look fashionable because they can't let anyone think something else about them. There is the "vastos" and I'm not even going to explain their life style. There is the nerds or "estetonos" (if you want to put it that way), those are the kid who just can't stand getting a "B" and if they get a "C" they die. There is also the normal kids, they are just too normal, they are into nothing and everything at the same time. I just can't find the group I belong too.

The reason I consider myself a freak is because I don't qualify in any of those groups. I consider myself a freak. You see, I like all sorts of music although I prefer alternative (a tipe of rock). I also like to just feel happy and meet new people even if I don't seem to be like that. I'm a little of everything, I like rock, I listen to reggueton sometimes, I'm a bit of a nerd when I want to. I just don't like to act one way. It's like putting yourself in a box and you can't get out of there. Most of my friends tell me I'm weird constantly. But who knows what that really means? Everyone is unique in it's own way.

April 29, 05
10-9

I Classify my self as Normal:

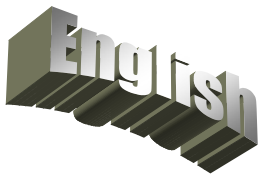
I dont know, normal is a classification, but I Fill normal because I'm not Rockera, Coca, estefana and I don't listend reage. I think when a person is Rockera she or he like the Rock and they use a black clouse, black make-up etc. When a person is Coco he or she lisent Regaeton and the girls use thight clous or a miniskirt. she likes the party, she likes to drank, perrear whit the boy's. This girl's use a very informal words seem the boy's language. For this thing's I don't Fell Rockera, Coca and whatealse classification.

I feel normal because I depend to the ocation I don't use Every day the same stile. I have a variation of clouse. and everyday I leasten a variation of music. When I go whit my brothen I leasten Regaeton because his stail or classification is the Cocos. When I'm along I like to listen a christian or slow music, because I Fill passive. When I'm whit a group of my Church, they like the Christian Rock and we listen this music and I liked.

I talk the slang word because every day I'm with my Friend. I don't use the bad word because I'm a christian person and I have to give example to the othen people. When I'm in the church with the jung group I talk the slang word because we are jung. I don't use this vocabulary when I talk whit the pastor or my family etc. Because this thinks I'm a normal person and I think many people are same to me. I Feel happy!

Appendix I

Students' Slang Mini-Dictionary



English Class – Mrs. Ríos
10-7

1. asarrozo – (Spanish) (Verb)
   Formal synonym or definition: to dance close
   Sentence: Báilalo asarrozo.

2. backtrip – (English) (Adjective)
   Formal synonym: to turn off
   Sentence: Cancelaron la gira, que backtrip.

3. bichote – (Spanish) (Adjective)
   Formal synonym or definition: the boss
   Sentence: El bichote del caserío Mabó es Pedro.

4. bling bling – (English) (Adjective)
   Formal synonym or definition: jewelry
   Sentence: Ese tipo tiene un bling-bling brutal.

5. bocaetrapo – (Spanish) (Adjective)
   Formal synonym or definition: the person that talk to much
   Sentence: Rubén es un bocaetrapo.

6. booty – (English) (noun)
   Formal synonym or definition: the ass
   Sentence: A ese booty le hace falta lija.

7. cangri – (Spanish) (Adjective)
   Formal synonym or definition: a person that is the best
   Sentence: Jonathan esta bien cangri.

8. chillin – (English) (Adjective)
   Formal synonym or definition: fillin good
   Sentence: Me siento super chillin.

9. chonkiar – (Spanglish) (Verb)
   Formal synonym or definition: to throw up
   Sentence: Tengo unas ganas de chonkiar.

10. combo – (Spanish) (noun)
    Formal synonym or definition: group of people
    Sentence: José y su combo andan molestando.

11. frontear – (Spanglish) (Verb)
    Formal synonym or definition: to confront people without having the power
    Sentence: A Emanuel le gusta frontear.

12. gangster – (English) (Adjective)
    Formal synonym or definition: the boss in a gang life
    Sentence: Jean Carlos es un gangster.

13. guillao – (Spanish) (Adjective)
    Formal synonym or definition: a person with a big ego
    Sentence: El muchacho nuevo es un guillao.

14. janguear – (Spanish) (Verb)
    Formal synonym or definition: to go out with your friends
    Sentence: Este fin de semana voy a janguear.

15. lambón – (Spanish) (Adjective)
    Formal synonym or definition: a stupid person
    Sentence: Giovanny es un lambón.

16. torta – (Spanish) (noun)
    Formal synonym or definition: money
    Sentence: Esos muchachos tienen torta.

17. mentepollo – (Spanish) (Adjective)
    Formal synonym or definition: dumb person
    Sentence: Carlos es un mentepollo.

18. meter cabras – (Spanish) (Adjective)
    Formal synonym or definition: to lie
    Sentence: Tu ti te gusta meter cabras.

19. perrear – (Spanish) (Verb)
    Formal synonym or definition: to dance like a dog
    Sentence: Tengo ganas de perrear.

20. popo – (Spanish) (Noun)
    Formal synonym or definition: penies
    Sentence: Juan estaba ofreciendo el popo.

21. popola – (Spanish) (Noun)
    Formal synonym or definition: pussy
    Sentence: Glory canta la canción de la popola.

22. que es la que – (Spanish) (Noun)
    Formal synonym or definition: How you doing?
    Sentence: ¿Qué es la que loco?

23. rampletero – (Spanish) (Adjective)
    Formal synonym or definition: swinger
    Sentence: Alexis es un rampletero.

24. rankeo – (Spanglish) (Adjective)
    Formal synonym or definition: to be in a good position
    Sentence: Miguel se rankeó con el baile.

25. ronka – (Spanish) (Verb)
    Formal synonym or definition: to talk a lot
    Sentence: Eliel ronka todo lo que quieras.

Appendix J
Students' Letters

May 2, 2005

Dear Héctor:

I read the article of Primera Hora and I read that you want make a crossover in English. Well, I advice you that learn English, because is a very cool language. And I think that if you learn English you can be the best in this career. I advice you that learn English.

Also I advice that you do a crossover in english, because been fabulous. I think that been a great opportunity for you. Been a great opportunity for you, because this been a great singer and you been famous internationaly. Do a crossover be good for you career.

I advice you tha learnenglish in formal and informal style, because for the youth liked the informal style, but also to the people also like the formal style. I advice you that learn a both styles. This help you in your career. Be good. You are the best.

May 3 2005.

Dear Hector;

¡Congratulations Hector! you singing very good with Busta Rhymes, "Les estás pasando EL RODLO". I found out that you want make a crossover ¡its a good idea! because now is very important learn English, is very difficult but you can. You have a very nice style singing I like your songs. If you learn English you can singing in English and would be "un palo" of yours. I advice you this is a good idea that you learn English, also learn the slang words in English and learn talk formal and informal. Talk formal help you in a fine places, when you go travels and singing in a fine place even thoug sometimes is not bad talk informal in the party or other places. "Tu la montas bien durote"

I wish you luck, you are very original and have a nice flow. You grew up day to day ¡you can!

"Go to street but with th English"

Tuesday May 3, 2005

Dear Héctor:

I read in the newspaper that you want to do a crossover in English. I advice you that is good to learn English because you need it everywhere. Right now look what happens to you because you don't know English.

I advice you to do the crossover, because you can sing now with Busta Rhymes, you can have more money singing in English too, and all the Americans will know You like an English Baricua.

You should use informal style to be a good reggaeton artist, because the reggaeton is good in english and spanish when they use informal style.

Appendix K

Sample of English, Spanglish, and Spanish words

(definitions were taken from three websites: http://www.reggaetonline.net/reggaeton-dictionary.php, http://www.canariasreggaeton.com/diccionario.html, and http://www.jergadehablahispana.org/ptorico.htm)

English Words

1. awesome – something very nice
   Related words: cool, excellent
2. bling bling - jewelry
3. blunt – a marihuana cigarette
4. boss – the person in charge of an organization
   Related word: buster
5. chilling – to have fun or to relax
6. chillout – to relax
7. cripping – smoking marihuana
8. gangster – a person who has money and gets it from illegal duties
9. hanging – to go out with friends
10. loser – someone that has a low self-esteem, a nerd
11. pimp – a male hooker, a guy in charge of a group

Spanglish Words

1. Badtripiao – From the English "Bad trip" A state of a person that had gone through a bad experience
2. Bicha – From the English "Bitch" A girl that is full of it, or believes she is above everybody else
3. Blin Blin – From the English "Bling" (Jewelry)
4. Blinblineo – Showing off the bling, showing flashy, excessive jewelry
5. Blinblinear – To accessorize yourself or items using diamonds and jewelry
6. Bufear – From the English "to Goof" (to joke)
   Related words: Gufear, Gufeo
7. Bufiao – Something nice
   Related word: Gufiao
8. Chiliar – From the English "Chill" (to chill)
9. Chillin – To have a nice, relaxing time
10. Chonquear – From the English "Chunk" (to vomit)
    Related word: Chonqueando
11. Feca – From the English "Fake" lie or false argument, instigation
12. Fequera (o) – A person who lies
13. Filli – A marihuana cigarette
14. Fillin – From the English "Filling" (to fill)
15. Frontear – From the English "Front" (to front someone)
16. Fuleteao – From the English "Full" (something full)
    Related word: Fulliao
17. Garet – From the English "Cigarette"
18. Gistro – From the English "G-String"
19. Janguear – From the English "Hang" (to hang out)
    Related words: Hanguear, Jangueo, Hangueo
20. Juqueao – From the English "Hook" To devote big amounts of time on someone or something, **Related word:** Juqueo
21. Miqueo – From the English "Mickey Mouse" (something easy)
22. Monchear – From the English "Munch" (to eat a snack)
23. Monchys – to be hungry, to have the desire to eat a non-healthy snack
24. Pariceo – From the English "Party"
    Related words: Parizón, Pary
25. Pariseando – To party
    Related word: Parisear
26. Pichaera – From the English "Pitch" (to ignore someone, to turn away on someone)
    Related word: Pichar
27. Pimpiando – From the English "Pimp" (to pimp)
28. Pumpeao –From the English "Pump" (to have muscles)
29. Raitru – From the English "Right True" (to tell the truth as it is)
30. Ranqueaera - From the English "Rank" (to have a good societal position, to be at the top)
    Related word: Ranqueao
31. Redy – From the English "Ready" (ready to go, to look nice)

Spanish Words

1. Acicalao – Someone dressed very sharp, looking good, dressed to impress
   Related word: Filoteao
2. Acicalar – the act of taking care of yourself or something (using perfumes, deodorants, lotions, soaps)
3. A fuego - something really cool, when something is off the hook
   Related words: A fueguillo, A fuegote, A fuegoski
4. Algarete – When someone or something goes wild or crazy
   Related word: Algaro
5. Alicate – A puppet, someone used to do one's business, henchmen
6. Aniquelao – Something clean and shiny
7. Babosa – A show off female
8. Belaguira – Someone that is always watching what others are doing to tell someone else
9. Bellacote – A guy that has more than one girl, a guy that is always thinking about sex
10. Bellacrisis – To have a very intense sexual desire
11. Bichote – The guy in charge of a group
12. Bizcocho – Something easy
13. Bobolona – A dumb female
14. Bocona – A female that talks loud, a female that likes to talk about others
15. Bugarrón – The "male" figure in a homosexual couple
16. Caballota – A female that knows a lot and can out-smart others (males or females)
17. Caco – A denigrated form to refer to rappers
18. Cafre – someone without style, ridiculous, or loud
    Related word: Charra
19. Cangri – someone dressed nice, looking good, being the best at his/her game
20. Cañón – something difficult
21. Casquetero – Male that likes to masturbate
22. Chambonera – Female that likes to drive at a high speed
23. Chota – A snitch
    Related word: Ratón
24. Chulear – To get romantic with someone
25. Chuliao – Someone who is deeply in love
26. Chulisnáquin - Something nice
27. Chupapote – A dumb person.
    Related words: Chupavieja, Mamón, Pariguayo, Soplapote, Trangalanga, Yuka
28. Chupetear – To kiss someone
29. Cochiniar – To eat without manners
30. Cocorote – A male that knows a lot and can out-smart others
31. Cohete – A hooker
    Related words: Cuera, Fleje, Palga, Rampletera
32. Corillo - A group of friends, a gang that is always together
33. Demasiao – Something really nice
    Related word: Peposo
34. Fantasmeo – To be stalking, following, or haunting

35. Felpa – Money
Related words: Toletes, Tolta
36. Fino – Something extremely nice, five stars
Related word: Melaza
37. Fumeteo – A group of two or more people smoking
38. Gamberriar – To bother people
39. Gamberro (a) – A person that likes to bother others
40. Guasa – Someone that talk lies, or talks too much
41. Guayar – To dance so close that the clothes rub
42. Guayeteo – To dance very close
43. Guillaera – To have an attitude, to think highly of oneself
44. Guillao – Someone that believes he/she is better than others, someone full of it
45. Jevo – A boyfriend
46. Labia – The capacity to convince people with little effort
47. La clara – The truth
Related word: La neta
48. Llaquear – To make a sexual approach
49. Lambellaga – Someone who does things for others just to be accepted, a dumb person
Related words: Lambepote, Lambetuerca
50. Llaqueo – To be horny
51. Loquera – To get wild and crazy
52. Maliante – A drug dealer or someone from the underground world who deals with illegal material.
53. Malianteo – The act of dealing with illegal material
54. Mamisonga – A sexy female with a nice body
55. Mangoneo – To control others at ones will
56. Montando – To make fun of someone
Related word: Montar
57. Montao – To be in a good societal position
58. Nebuleo – Something weird or strange, a scheme that is not clear
Related word: Nebuloso
59. Nebuliar – To scheme something being careful not to tell others
60. Nolas - Butt
61. Pana – A friend, a connection
Related words: Loco, Pá, Pupi, Socio
62. Pasao – Someone who likes to cross the line, someone who doesn't respect others
63. Perreando – to dance reggaetón (doggy style dance)
Related word: Perrear
64. Perreo – Synonym for the reggaetón dance
65. Pollo – A good looking male
66. Popola – The vagina
67. Puerca – A female that has more than one lover, a female with hygene problems
68. Qué es la que – A greeting, What is happening?
Related words: Qué es la que esta pá, Qué paja pun
69. Rampleteando – To look for a lover
70. Rampletear – To have sex

71. Rebuleo – A fight, a confussion, a commotion
72. Rebuliar – To fight
73. Riquitillo – Someone who has money
74. Ronca – to talk big, to brag about oneself to other people
75. Roncar – To front
76. Sandunguear – To dance
77. Sandungueo – The music, the rhythm, the party
    Related word: Bailoteo
78. Sato – A flirty male
79. Soleao – To be alone
80. Sucia – Someone who betrays others
    Related words: Tierra, Tráfala
81. Tecato – A bum person, a person that uses drugs.
82. Tostao – A crazy person
83. Vegetando – To do nothing at all
84. Wiqui-wiqui – The act of having sex
85. Yal – A female

Appendix L

Sample Sentences using English, Spanglish, and Spanish words

Sentences using the English words

1. Awesome – That movie was awesome.
2. Bling bling – Did you buy the bling bling for tonight's party?
3. Blunt – She looks as if she had smoked a blunt.
4. Boss – The boss told me to do it.
5. Brutal – The girl's fight at school was brutal.
6. Buster – Can I go now, buster?
7. Chilling – We were chilling at home.
8. Chillout – We went to the beach to chillout a little.
9. Cool – That motorcycle is so cool.
10. Cripping – Carlos and Diego are cripping over there.
11. Excellent – Wow, that's excellent.
12. Gangster – He is a gangster.
13. Hanging – Were you hanging at Mandy's Pub yesterday?
14. Looser – You are such a looser
15. Nigger – Hey nigger, How are you?
16. Pimp – He is a pimp.

Sentences using the Spanglish words

1. Badtripiao – El muchacho esta badtripiao por la situación.
2. Bicha – Ella es una bicha, casi nadie se lleva con ella.
3. Blin Blin – Que mucho blin blin lleva ese, se cree Usher.
4. Blinblineao – El tiene el celular blinblineao.
5. Blinblinear – Quiero blinblinear mis zapatos.
6. Bufear – Ella va a la clase más que para bufear.
7. Bufiao – El party estuvo bufiao.
8. Chiliar – Vamos a ir a la fiesta para chiliar un rato.
9. Chillin – La fiesta estuvo buena, pasamos un rato chillin.
10. Chonquear – No vayas a chonquear en mi carro.
11. Chonqueando – Ella se la paso chonqueando todo el camino.
12. Feca – A la verdad que a ti te gusta meter feca.
13. Fequera – Eres una fequera.
14. Filli – Necesito un filli, urgentemente.
15. Fillin – Tengo que ponerle el fillin, porque si no, no la hace.
16. Frontear – Deja de frontear, te van a dar duro.
17. Fuleteao – El carro iba fuleteao de gente.
18. Fulliao – No quiero más comida, estoy fulliao.
19. Garet – ¿Tienes un garet que me regales?
20. Gistro – No es facil andar en gistro.
21. Gufiao - El party estuvo gufiao.
22. Gufeo – A Maria le han montao un gufeo en la clase de Ciencia.
23. Janguear – Vámonos a janguear.
24. Jangueo – El jangueo de hoy es en el pub de la calle Roosevelt.
25. Juqueao – Ernesto esta juqueao con Anita.
26. Juqueo – Mi hermano tiene un juqueo con el Playstation que ni te cuento.
27. Miqueo – Ese exámen fue un miqueo.
28. Monchear – Vamos a monchear algo, estoy hambriento.
29. Monchys – Tengo los monchys treapao's.
30. Pariceo – En la casa de la esquina tienen un pariceo montao.
31. Pariseando – Oyeme, te la pasastes pariseando todo el fin de semana.
32. Parisear – Hoy voy a parisear hasta tarde.
33. Parizón – Tienes que ir, vamos a hacer un parizón tremendo.
34. Pary – ¿Vas a ir al pary de la semana que viene?
35. Pichaera – Alex le tiene una pichaera a Sandra. No se hablan hace tiempo.
36. Pichar – No te molestes en buscarlo. A el le gusta pichar a los demás.
37. Pimpeao – El carro de Andrés esta bien pimpeao.
38. Pimpiando - Se fue con su major amigo. Tienen que estar pimpeando por ahi.
39. Pumpeao - ¿Viste que pumpeao está Roberto?
40. Raitru – Te estoy diciendo la verdad, Raitru.
41. Ranqueaera – Que ranqueaera tiene ese tipo, se cree artista de Hollywood.
42. Ranqueao – Oye, Wilfredo consiguió el trabajo, ahora sí que va a estar ranqueao.
43. Redy – Estoy redy.

Sentences using the Spanish words

1. Acicalao – Jaime está siempre bien acicalao.
2. Acicalar – Voy a acicalar mi guagua.
3. A fuego – El libro está a fuego.
4. Algarete – La premiación fue algarete.
5. Algaro – ¿A ti te gusta estar algaro por ahi?
6. Alicate – ¿Es verdad que tu eres el alicate del jefe?
7. Aniquelao – Lavé mi carro. Quedo aniquelao.
8. Babosa – Susana es una babosa.
9. Belaguira – A la verdad que tu eres bien belaguira.
10. Bellacote – Julio es un bellacote malo.
11. Bellacrisis – Se nota que Julio esta pasando por una bellacrisis.
12. Bichote – El es el bichote del caserío.
13. Bizcocho – Yo estaba asustada pero el exámen estuvo bizcocho.
14. Bobolona – Nena, no seas tan bobolona, defiéndete.
15. Bocona – Sigue asi de bocona que te van a romper la cara.
16. Bugarrón – ¿Sabias que Kevin es bugarrón?
17. Caballota – Ella es la caballota en la clase de Inglés.
18. Caco – Mi vecino es un caco y me tiene loca con esa música.
19. Cafre – Quítate esa ropa. Te ves cafre. ¿Quieres que te digan que eres cafre?
20. Cangri – El es el cangri de el equipo.
21. Cañón – El proyecto está cañón.
22. Casquetero – Luis es un casquetero.
23. Chambonera – A la verdad que tu eres una chambonera, no paras la pata.
24. Charra - Quítate esa ropa. Te ves charra. ¿Quieres que te digan que eres charra?
25. Chota – Nena, no seas chota.
26. Chulear – Ahi va Raquel a chulear con Héctor.
27. Chuliao – Héctor está chuliao de ella.
28. Chulisnáquin – Oye, esos zapatos estan bien chulisnáquin.
29. Chupapote – Nene, a la verdad que tu eres bien chupapote.
30. Chupavieja - Nene, a la verdad que tu eres bien chupapote.
31. Chupetear – A ella le gusta chupetear a cuanto macho se le aparece.
32. Cochiniar – Ahi va este a cochiniar con la comida.
33. Cocorote – El es el cocorote en ese tema.
34. Cohete – Alison es un cohete. Se la pasa con cuanto macho hay.
35. Corillo – Mami, me voy con el corillo. Vengo luego.
36. Cuera - Alison es una cuera. Se la pasa con cuanto macho hay.
37. Demasiao – Ese CD esta demasiao.
38. Fantasmeo – Aquellos dos tienen un fantasmeo. Voy a averiguar que es lo que pasa.
39. Felpa – Mira, Iván se pegó en la lotto, ahora si tiene felpa para gastar.
40. Filoteao – Jaime está siempre bien filoteao.
41. Fino – Ese restaurante esta bien fino.
42. Fleje - Alison es una fleje. Se la pasa con cuanto macho hay.
43. Fumeteo – Aquellos dos estan en el break del fumeteo.
44. Gamberro (a) – Nene, no seas tan gamberro.
45. Gamberriar – Vete a gamberriar a otro lado.
46. Guasa – A la verdad que tu eres bien guasa.

47. Guayar – Vente, vamos a guayar la hebilla.
48. Guayeteo – ¿Vamos a ir a el guayeteo?
49. Guillaera – Ese tiene una guillaera encima que no hay quien lo aguante.
50. Guillao – Esta guillao porque salió estudiante del mes.
51. Jevo – Ella no esta aqui, esta con el jevo.
52. Labia – Ese muchacho tiene una labia. Te convence en menos de tres segundos.
53. La clara – La clara es que Manuel y Diana se dejaron.
54. Lambellaga – Nene, no seas tan lambellaga.
55. Lambepote - Nene, no seas tan lambepote.
56. Lambetuerca - Nene, no seas tan lambetuerca.
57. La neta - La neta es que Manuel y Diana se dejaron.
58. Llaquear – Vete a llaquear a otro lugar.
59. Llaqueo – Aquellos dos tienen un llaqueo. No se dan cuenta que hay gente a su alrededor.
60. Loco – Oye loco, ¿cómo te va?
61. Loquera – Tiengo una loquera hoy. Todo se me pierde.
62. Maliante – No te aconsejo que te juntes con ese maliante.
63. Malianteo – El tiene un malianteo en la escuela.
64. Mamisonga – Dicen que ella es la mamisonga de la escuela.
65. Mamón – Nene, no seas tan mamón.
66. Mangoneo – Oye, no permitas ese mangoneo que tienen contigo.
67. Melaza – El cuarto quedo melaza.
68. Montando – ¿Me la estas montando?
69. Montao – Arturo compró un apartamento en Isla Verde, se nota que esta bien montao.
70. Montar – ¿Te la vas a dejar montar? No dejes que te relajen asi.
71. Nebuleo - ¿Cuál es el nebuleo que tienen ustedes?
72. Nebuliar – Estos dos se fueron a nebuliar por ahi.
73. Nebuloso – Hm, eso esta nebuloso.
74. Nolas – Nena, súbete ese pantalón se te ven las nolas.
75. Pá – Oye pá, ¿cómo te va?
76. Palga (o) - Alison es una palga. Se la pasa con cuanto macho hay.
77. Pana – Vaya mi pana, ¿cómo te va?
78. Pariguayo – No seas pariguayo.
79. Pasao – A la verdad que tu eres bien pasao.
80. Peposo – Esos zapatos estan peposos.
81. Perreando – Ellos se fueron para el party. Tienen que estar perreando allá
82. Perrear – Esperame que yo quiero ir al party para perrear con todo el que me invite.
83. Perreo – El perreo es el baile de la juventud.
84. Perro – Eso perro, portate bien.
85. Pollo – En la clase me tocó sentarme al lado de un pollo.
86. Popola – "Ay no me des mas ná, que me duele la popola"
87. Puerca – Aquella es una puerca.
88. Pupi - Vaya pupi, ¿cómo te va?
89. Qué es la que – Qué es la que, ¿cómo te va?
90. Qué es la que esta pa - Qué es la que esta pa, ¿cómo te va?
91. Qué paja pun - Qué paja pun, ¿cómo te va?
92. Rampleteando – Ellos tienen que estar rampleteando por ahi.
93. Rampletear – Vete a rampletear a otro lado.
94. Rampletera - Alison es una rampletera. Se la pasa con macho hay.
95. Ratón – A la verdad que tu eres bien ratón.
96. Rebuleo – Aqui va haber un rebuleo, yo mejor me voy.
97. Rebuliar – No vengas a rebuliar con los muchachos nuevos.

98. Riquitillo – Este tiene un porte de riquitillo.
99. Ronca – Yo soy el más que ronca aqui.
100. Roncar – No te pongas a roncar, si en realidad no tienes con qué.
101. Sandunguear – Hoy me voy a sandunguear por ahi.
102. Sandungueo – El viernes va haber un sandungueo en casa de mi prima.
103. Sato – A la verdad que tu eres bien sato, loco.
104. Soleao – Yo me quedo, quiero estar soleao.
105. Socio - Vaya socio, ¿cómo te va?
106. Soplapote – José es un soplapote.
107. Sucia – Esa sucia me bregó mal.
108. Tecato – Ahi viene este tecato a pedir chavos.
109. Tierra – Tu eres un tierra, no me hables.
110. Toletes – Ayer en el casino, perdí unos cuantos toletes.
111. Torta - Mira, Iván se pegó en la lotto, ahora si tiene torta para gastar.
112. Tostao – Ese muchacho esta bien tostao.
113. Tráfala – A la verdad que tu eres bien tráfala.
114. Trangalanga – Por ahi viene el trangalanga este a molestar.
115.Vegetando – Hoy me voy a quedar en casa vegetando.
116. Wiqui-wiqui – Oye, sabias que cogieron a estos dos en el wiqui-wiqui.
117. Yal – Esa yal me gusta.
118. Yuka – No seas tan yuka.

Appendix M

Socio-Demographic Information and Influence of Media on Slang (Informal Language) Questionnaire (SDIMSQ)

Part I. Socio-demographic information

1. Sex_____ 2. Age_____
3. Where were you born?_____
4. What town are you from?_____
5. Where was your father born?_____
6. Where was your mother born?_____
7. Have you lived in the U.S.? Yes_____ No_____
8. Do you speak English? Yes_____ No_____
9. Do you speak English
   a. Fluently b. Difficulty_____
10. Where did you go to elementary grades?
    a. P.R. b. U.S. c. another country
11. Was your elementary school:
    a. public b. private
12. If you went to private school, was the school:
    a. bilingual b. not bilingual
13. Where did you go to junior high school?
    a. P.R. b. U.S. c. another country
14. Was your junior high school:
    a. public b. private
15. If you went to private school, was the school:
    a. bilingual b. not bilingual

Part II. Influence of television

1. Do you have cable TV at home? Yes_____ No_____

2. What TV channels do you prefer?
_____Local channels in Spanish
_____Channels from the US in English

3. Have you ever learned a slang word from a TV program? Yes_____ No_____

4. Which word (s)?
_____

5. From which TV program (s)?
_____

6. Which local TV channels do you think help to spread slang?
_____

7. Which TV channels from the US do you think help to spread slang?
_____

8. Who is your television model that you have learned slang from?
_____

Part III. Influence of radio

9. In which language do you prefer music?
_____Spanish
_____English

10. Have you ever learned a slang word from a radio station program?
Yes_____ No_____

11. Which word (s)?
_____

12. From which radio station program (s)?
_____

13. Which local radio station programs do you think help to spread slang?
_____

Appendix N

Lexical Variant Substitution Task: Spanish

Nombre:_____ Clase: Inglés 10
Fecha:_____ Prof. Ríos

Parte I. Instrucciones:
a) Lee las siguientes oraciones.
b) Reescribe la oración, sustituyendo la palabra o frase formal por una informal.
Ejemplo: Yo voy a la discoteca para ver chicas.
Yo voy a la discoteca pa' lukiar gatas.

1. No quiero más, estoy lleno.

2. Ernesto tiene un BMW. Se nota que esta bien económicamente.

3. Sinceramente, te estoy diciendo la verdad.

4. A ella le encanta decir mentiras.

5. El está en el baño, vomitando lo que se comió.

Parte II. Instrucciones:
a) Lee las siguientes oraciones.
b) Reescribe la oración, sustituyendo la palabra o frase informal por una formal.
Ejemplo: Esa ropa se ve bien chipi.
Esa ropa se ve bien barata.

1. Acompañame a monchar algo en la cafeteria.

2. ¡No hables de el! El alza pesas y esta bien pompiao.

3. Andrés le rapea hasta a una escoba con peluca.

4. No te rochees, si has tiempo pa' estudiar el material.

5. Voy pa' la fiesta a ver las guerlas.

Lexical Variant Substitution Task: English

Name:_____ Subject: English 10
Date:_____ Prof. Ríos

Part III. Instructions:
a) Read the following sentences.
b) Rewrite the sentence, replacing the formal word or expression for an informal one.

Example: You and your friend are always making jokes.
You and your friend are always goofing around.

1. Hello, Manuel!

2. That motorcycle is very nice.

3. Usher has nice diamond jewelry.

4. After the exam, we are going to relax.

5. We are having fun.

Part IV. Instructions:
a) Read the following sentences.
b) Rewrite the sentence, replacing the informal word or expression for a formal one.

Example: Listen, you can't go there unless you chill out first.
Listen, you can't go there unless you calm down first.

1. The teacher caught me cheating and I freaked out.

2. I am looking for my homework and I can't find it. Man, what a bad trip!

3. Stop tripping and do your work.

4. Hey, what's up?

5. We like to hang out with Sara and Maria.