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A Comparison of Approval Ratings of Gender Inclusive Spanish Suffixes Between Learners and Speakers of Spanish.

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Table of Contents

Abstract:

The following study aimed to investigate the correlation between varying levels of Spanish learners who had taken different levels of Spanish courses, and fluent speakers and their approval ratings of gender inclusive suffixes in Spanish. The study used a survey in order to gather information and approval ratings. The results indicated that higher level Spanish learners on average had lower approval ratings of the three gender inclusive suffixes included in the survey.

Keywords: Gender-inclusive, Spanish, Suffixes

Chapter 1: Introduction

Spanish is the second most spoken language in the world (Stavans), which makes it a language that holds political and economic influence worldwide because of the numerous people and countries that speak it. Like all languages, Spanish is also constantly evolving. One linguistic aspect that has been changing worldwide in different languages is the use of gender inclusive language (Berger 2019). In Spanish, some of these changes have come in the form of gender-neutral suffixes such as *–x, -@ or -e* (Salinas), as shown in Figures 1, 2 and 3 with Figure 1 showing an example in English.

Figure 1: Example of *–x* Suffix

delish

12 Latinx-Owned Food Brands You Should Buy From In Honor Of Latinx Heritage Month

(https://www.msn.com/en-us/foodanddrink/foodnews/12-latinx-owned-food-brands-you-should-buy-from-in-honor-of-latinx-heritage-month/ss-BB1998Ha?li=BBnb7Kz)

Figure 2. Example of -@ Suffix

(Potowski 2021)

(note the phrase *SI ME SALE ROSA L@ INVITO A SALIR* in the right corner of the photo of the candy bag)

Figure 3. Example of –*e* Suffix

First, what does gender neutral/inclusive
Spanish grammar look like?

1. Subject pronouns: elle$_S$ and elles$_P$
2. Definite articles: le, les; Indefinite articles: une, unes
3. Marking adjectives and professions with the –e instead of the –o$_{MASC}$ or –a$_{FEM}$

Sample: Elle se llama Josh. Josh es une de mis compañeres de clase.
('They are named Josh. Josh is one of my classmates.')

(Higdon 2021)

The use of these suffixes has become a topic of debate, with some grammarians arguing for the use of inclusive suffixes in Spanish, while others are opposed, feeling that these suffixes are unnecessary or unwanted. Although there is no clear-cut right or wrong answer to whether or not these suffixes should be used in Spanish, the opinions of people who speak Spanish should be considered in order to better understand how they feel about these suffixes. These preferences may give insight into how gender inclusive suffixes can or should be used, or if there is no need for them.

Several previous studies look at the approval or disapproval of these suffixes and their use in Spanish already (Gonzalez 2020, Reyes 2016, Slemp 2020), but this study aims to look at approval ratings in relation to knowledge of the Spanish language and grammar. This study explores the relation between these new suffixes and their use among fluent Spanish speakers and learners of Spanish.

The goal of my study is to observe how participants with varying levels of knowledge of the Spanish language and grammar in the U.S. approve or disapprove of

these new suffixes in the context of words dealing with identity such as "Latinx," "Chican@s", etc. I hypothesize that participants with more knowledge about the Spanish language and grammar will have higher disapproval ratings of gender inclusive suffixes in Spanish. This hypothesis is based on previous studies and ideas (for example, Nissen 2005 and Roca 2009), which will be discussed further in the literary review chapter.

Chapter 2: Review of the Literature

2.1 Overview

The following literature review will attempt to provide background knowledge about topics related to this hypothesis in order to better understand and draw conclusions from my survey issued to participants about their approval of gender inclusive suffixes in Spanish and English, and also in order to peruse arguments for and against these inclusive suffixes.

2.2 Gender and Spanish Grammar

Firstly, it is important to understand what gender is, as expressed in Spanish grammar. Wardhaugh and Fuller (2015: 313) describe gender as being based on sex categories, but "culturally constructed". They also discuss how sex categories are categories based on "biological distinction," but in some cultures, there may be other categories for people who do not fall into male or female (Wardhaugh and Fuller 2015: 312). Wheatley (2006) explains that in Spanish morphology, two forms, masculine and feminine, differ between natural gender when referencing people or animals (*el niño* 'the boy,' *la perra* 'the female dog'), and artificial gender for inanimate objects (*la casa* 'the house,' *el edificio* 'the building') (Wheatley 2006: 76). One of the patterns for gender in grammatical structures in Spanish is the use of *-o* and *-a* as suffixes, in which *-o* typically references males and *-a* typically references females, as in *abuelo* 'grandfather' and *abuela* 'grandmother' (Wheatley 2006: 77).

This grammatical system has created problems for certain groups of people. Potowski and Shin (2019) note that there is a traditional grammatical preference to use the masculine suffix when referring to groups of people regardless of the gender

makeup of the group. Some argue that in forms such as *todos* 'all, everyone', women are included, but Potowski and Shin (2018: 168) mention that some psychological experiments (Hamilton 1991; Silveira 1980; Stahlberg et al. 2007) have shown that these suffixes used in these contexts invoke images of groups of men more often than men and women. The findings led to the creation of suffixes (such as *–x, -@, -e*) that can indicate both genders, but still leaves people who do not identify as either gender, nonbinary people, excluded (Salinas). Suffixes such as *-x* were created in order to include people who do not fall into binary ideas of gender such as transgender, genderfluid, and nonbinary people (Reyes). This suffix is an example of culturally specific categories mentioned in Wardhaugh and Fuller. Still, Slemp notes in her study that 90% of participants who fell into the "gender diverse" category had trouble expressing their gender identity in Spanish, which indicates the need for gender inclusive language.

2.3 Arguments For and Against Gender Neutral Suffixes

　　Despite indications from previous studies, some grammarians believe that these suffixes are not necessary. For example, Roca (2009) discusses the relationships between Spanish gender suffixes and biological sex in their referents, starting by looking at doublets which have been used as on way to try to be more inclusive to women (Potowski 2021: 169). Roca gives examples phrases such as *ciudadanos y ciudadanas* 'male citizens and female citizens', which according to Roca provoke surprise (marked by an exclamation point at the beginning of the phrase: *!trabajadores y trabajadoras* !'male workers and female workers'). Roca hypothesizes the way that native language is internalized differently from second languages that we consciously

try to learn, by giving an example of two sentences, one that is grammatical (*los religiosos de dos sexos suelen de fiar* 'the usually trustworthy religious people of both sexes')and one that is not (!*los monjes de dos sexos suelen de fiar* !'the usually trustworthy monks of both sexes'), to show that native Spanish speakers will realize that the second phrase is not correct, showing the internalization of language without explicit training.

Roca discusses words without separate forms (*persona* 'person') to show that gender is linguistic and not telling of biological sex or gender. He uses the example *Juan es un buena persona* 'John is a good person' to show that although the word *persona* is grammatically feminine, it does not determine the biological sex of the referent (in the above example, *Juan*, a presumed male). He later gives examples of names of animals in which the grammatical gender of the noun is not determined by biological sex such as *el sapo* 'the toad' or *el ratón* 'the rat,' in which the grammatical gender is not representative of biological sex. Roca then looks at the ways that masculine and feminine gender suffixes are influenced by sex comparing the difference between *perro* 'male dog' and *perra* 'female dog' and perros 'dogs,' in which a singular noun *perro* 'male dog' can be used to show biological sex, but in the phrase *cuatro perros* 'four dogs,' the biological sex is ambiguous, according to traditional interpretation. He uses this comparison to rationalize that doublets in Spanish (*vascos y vascas* 'Basque men and Basque women') are redundant because of the traditionally grammatically ambiguous nature of masculine suffixes. Roca includes an explanation on the Principle of Relevance, explaining that only newly relevant information should be included, using the fewest words possible in order to be optimally noticeable (Roca

2009: 32). Doublets would therefore not follow the Principle of Relevance due to the unnecessary repetition of information, since masculine plural suffixes are ambiguous and encompass men and women, according to Roca. He then claims words such as *vasco* 'Basque' and *venezolano* 'Venezuelan' are grammatically asexual in nature unlike the word *vasca* 'Basque' (FEM), which excludes males and only includes females. The example *cuatro hijos* 'four offspring' could have grammatical sex (four sons, four children, both boys and girls), but not because of the nature of the suffix, but because of the pragmatics of the context (Roca 2009: 35-36).

Roca is useful in explaining the way that adult native Spanish speakers use the masculine gender forms to encompass more than simply the masculine gender. Roca provides a look at masculine suffixes to argue that they are used in inclusive ways to encompass more than men. Roca shows how the masculine plural is more like a hypernym which encompasses more than the masculine gender in its referents. Roca's explanation is relevant to the hypothesis of this study, and may provide insight into how different levels of Spanish speakers approve or disapprove of gender-neutral suffixes. If participants also agree about the use of the masculine gender suffix as an ambiguous form, they might feel it unnecessary to create new forms to cover other genders outside of the binary.

Nissen (2005) had similar findings to Roca. In Nissen's study, participants were asked to fill in two names after being given sentences using different noun forms. These names could then be used to see how the nouns in the given sentences were represented mentally by using the gender associated with the names (Nissen 2005), one of which was the masculine plural. Nissen then calculated the percentage of bias

between the masculine and feminine gender. Nissen found that the use of the masculine form did not necessarily lead the readers to have the mental representation of "male" (Nissen 2005). Nissen noted that the masculine led to a male-only representation in less than one third of cases. It was much more common for readers to associate the masculine form with both females and males, which occurred in almost half (47.8%) of responses. He also noted that in around one-fifth of the sentences, the masculine form given was connected to only female representation (Nissen 2005).

Nissen's study supports Roca's conclusion about masculine suffixes in Spanish, inviting debates on the necessity of gender inclusive or dual-forms of nouns in Spanish. It also contrasts findings such as those by Hamilton (1991), Silveira (1980), and Stahlberg et al. (2007) (mentioned in Potowski and Shin 2018). It also applies to the argument that using the masculine form is sexist, as Roca and Nissen both indicate that these forms do not directly invoke masculine representation. These findings may prove insightful in explaining why speakers with more education about the traditional Spanish language and its grammar are offput by gender-inclusive forms, as they may feel they are unnecessary because of the nature of masculine nouns.

Traditional binary grammar is not the only reason that people are offput by the use of new gender suffixes in Spanish. Sopo (2009) claims that "Latinx" started in the year 2000 in the U.S. among activists and spread to "marketers, media personalities, and progressives." Sopo lived through "English-Only" ordinances, laws and beliefs aimed at making English the official and only language in the U.S. (Blumefeld 2013). Sopo attributes his awareness of these laws as one reason why he considers new gender-neutral suffixes in Spanish as an "Anglicization" of Spanish. Sopo feels that

"Latinx" is a loaded term targeted towards minorities, including similar opinions in which Latino people feel as if the term is "stupid" or "offensive," and some feel as if changing the Spanish language is the opposite of liberating. Sopo also provides other terms that can be used as gender neutral alternatives without changing the Spanish language, such as "Hispanic" and "Latin." Sopo feels as if these new ways of speaking imply that Spanish is inadequate for the United States, which may be especially influential when many Latino families pass down the Spanish language and Spanish family traditions (Sopo 2009). To summarize, Sopo argues that "Latinx" is a solution to a problem that does not exist, and is harmful to the Spanish language. He concludes by noting that gender-nonconforming Americans deserve to be treated with respect, and that it is fine if someone prefers the term "Latinx," but he feels that this term should not be applied to all Latinos.

Sopo's argument is another example of why adult Spanish speakers in the U.S. may be hesitant to adopt gender inclusive suffixes in Spanish. Sopo provides more gender-neutral alternatives for English speakers that do not use either traditional gender suffix.

On the other hand, the new suffixes are gaining traction and popularity in some circles. Reyes (2016) shows that one reason that these terms are gaining traction is their disruption of the binary Spanish language and culture (Reyes 2016). He gives the perspective that people may want to adopt these terms because Latin American culture is often noted to be collectivist, so that inclusion is important (Reyes 2016). He does acknowledge that inclusion may not be an issue with which the average Latino person

in the U.S. is concerned, and the new terms, such as "Latinx," may be unfamiliar to many people in these communities.

Reyes discussion falls in line with Slemp's findings. In Slemp's study, 102 participants all of whom were native Spanish speakers took part in a survey, completely in Spanish, which aimed to understand more about gender inclusive language in Spanish. Slemp also used qualitative information from questions on the survey and interviews in order to understand the preferences of participants. Her study found that 90% of respondents said that they never had any difficulty "describing their own gender identity" (Slemp 47). Slemp notes this is not extraordinary, because around 90% of the respondents either identified as a man or a woman. In contrast, 90% of participants who indicated that they were indeed "gender diverse" included that they had experienced difficulty expressing their gender identity to some degree. These findings seem to support Reyes's ideas about gender- inclusive suffixes gaining traction in certain groups while not being as prominent an issue among the average Latino in the U.S.

Elorrieta (2020) indicates that new suffixes like *-x* and *-*@ may seem unusual, but inclusive language from top-down imposition such as from academic groups is not as new or unusual as it may seem. Top-down imposition has been documented in publications by the *Real Academia Española* (RAE) (Elorrieta 2020). Examples of top-down imposition in morphological changes can be seen in the push for *-d* to mark second person plural commands, as in *comed* 'you eat' and *venid* 'you come' (Elorrieta 2020). Elorrieta argues that the "impossibility of imposing morphological changes" is not a legitimate reason to oppose inclusive language, including suffixes such as -e (Elorrieta 2020). On October 27 2020, The Clinic, a news source with many genres of

news in Spanish, posted,*"RAE agrega a su Observatorio el pronombre "Elle" para aludir a personas no binarias"* ('The RAE added to its Observatory the pronoun "Elle" to allude to non-binary perons'), showing how the Real Academia added a word, *elle*, with a gender neutral suffix *-e* to their dictionary. The RAE noted that this addition is to address people who do not feel identified with any traditional gender. However, on Nov. 1 2020, the word was withdrawn "to avoid confusion" ("*La RAE retira la entrada 'elle' de su Observatorio para evitar 'confusiones'*").

2.4 Sociolinguistic Context

The above articles have discussed some of the arguments for and against the use of gender inclusive suffixes in Spanish. Another aspect of why people may not want to change the Spanish language is the relationship between Spanish and English, and the history of Spanish in the U.S.

Wardhaugh and Fuller (2015:316) note that if language reflects worldview, then we would expect language to also reflect changing gender roles. They give examples in English with asymmetries in pairs of words, such as "master" and "mistress." 'Master' typically refers to "the man in charge" while 'mistress' typically refers to "the female lover of a married man" (Wardhaugh and Fuller 2015: 317). They explain that asymmetrical pairs such as this one are not as prevalent anymore, which shows how societal changes have made these terms less common.

Escobar and Potowski (2015) provide some sociohistorical context of Spanish in the United States, mentioning how Spanish arrived into what is now U.S. territories as early as 1532, and when the U.S. took over the northernmost territory, how it became a minority language (Escobar and Potowsk 2015: 3). These facts, along with the English-

Only ordinances, may be why some Spanish speakers do not want to accept changes that make the Spanish language to look less "Romance," especially since some of these new gender-neutral forms originated in the U.S. (Gonzalez 2020). Escobar and Potowski also examine how Spanish is preserved through generations, noting that typically by the third generation of Spanish speakers, Spanish is gone, in favor of English, which may make some speakers feel that there is a need to conserve Spanish and not let it be influenced by English.

Escobar and Potowski also examine language contact when there is a community of bilinguals that speak both a minority language and a dominant language (Escobar and Potowski 2015: 114), leading to mutual changes in the contact languages. One example is that Spanish speakers sometimes switch the gender of nouns when they are unsure of the standard forms (for example, *el azúcar* 'the sugar' is grammatically masculine, but by analogy with *la sal* 'the salt,' Spanish speakers often use *la azúcar* (Potowski and Shin 34). It is important to note that unstable grammatical gender is evidenced more by second or third generation Spanish speakers (Potowski and Shin 34).

Speakers of different generations may be influenced differently. It may be possible that different generations have different levels of approval for gender inclusive Spanish suffixes, which should be taken into account when looking at the results of this study.

These speculations about gender-inclusive suffixes are important to keep in mind when examining motivations for approval or disapproval, as the relationship between the Spanish-speaking and English-speaking worlds may affect the approval of these

new suffixes. It may also be insightful to look at bilingualism and identity, since these suffixes are being used in the context of ethnic or cultural communities.

Shin (2012) makes the connection between language and identity, clarifying how identity is reflected in the ways that people use language. 'Ethnic identity' is defined as "behaviors, beliefs, values, and norms that define a person as a member of a particular ethnic group" (Shin 110). Shin also covers Tse's four-stage model of ethnic development, which aims to predict ethnic minorities shifting attitudes toward their heritage and majority language: (1) "unawareness," (2) "ethnic ambivalence/evasion," (3) "ethnic emergence," and (4) "ethnic identity incorporation" (Tse). Shin describes the stages as a way to predict the path with which people in minority groups come to terms with their identity.

Shin (2012) aids in making connections to these terms relating to identity in English and Spanish and the differences in approval or disapproval. Spanish speakers may prefer to keep the Spanish language as it is and not adopt gender inclusive suffixes which originated in the United States.

2.5 Similar Studies

Some studies have already looked at preferences in what Latino people prefer to be called. A nationwide survey used a 508-person sample demographically representative of Census figures (ThinkNow). The participants were asked to pick what term best described them, out of seven of the more common terms used to describe Latino people. "Hispanic" and "Latino/a" were the most popular, polling at 44% and 24% respectively. "Latinx" was the only term on the survey with a gender inclusive suffix, and it polled at only 2%, which was the opposite of "Latinx" trending in use by

"academics, activist, and major companies, including NBC and Marvel" (ThinkNow). The surveyor of the poll concluded that while some people believed that "Latinx" resonates more with women and youth, this poll concluded otherwise. The pollster stated that the "limited appeal" of "Latinx" was consistent across all generations and genders.

This poll is insightful in the ways that it shows preferences of Latino people, and it also splits some of the results into categories based on age and gender. However, one potential problem with this poll is the fact it only had 508 participants, which may make the results less generalizable. One positive aspect about the study is its similar demographic to the rest of the nation. This study gives us data showing that some Latino participants may not like the use of gender inclusive suffixes to describe themselves but does not include the levels at which the participants understand Spanish or its grammar.

A similar study was covered by the Pew Research Center, in which the investigators concluded that while around one in four U.S. Latinos had heard of "Latinx," only 3% actually used it in English. These results were based on a national survey of 2,094 Latinos in December 2019. The Pew Research Center defines this panel as "an online survey panel that is recruited through national, random sampling of residential addresses." It also included 936 more participants from another online survey panel called the Ipsos' KnowledgePanel, who were recruited similarly. The results indicated that 23% of respondents had heard of the term "Latinx" but only 3% actually used it (Neo-Bustamante et al: 2020).

The findings were also broken down on demographic levels, showing that Latinos aged 18-29 were the most likely to have heard of the term "Latinx," with 42% having

heard of the term, with the next highest being the 30-49 age group, with 19% having

heard of the term (Neo-Bustamante et al.: 2020). This trend is not exactly the same in

the number who use "Latinx" from these groups. While the youngest group was the

most likely to use the term (7%), only 2% of both age groups, 30-49 and 50-64,

reported that they actually used the term. Ages 65+ reported the least percentage of

respondents having heard of or using "Latinx" (Neo-Bustamante et al.: 2020).

The study also looked at differences in education, gender, and language use. In

terms of education, Latinos with at least some college experience or who had graduated

college reported higher percentages of recognizing "Latinx" in both categories than

those who were high school graduates or less (Noe-Bustamante et al.: 2020). Women

were slightly more likely to have heard and to use "Latinx" (Noe-Bustamante et al.:

2020).

The result most similarly related to the present study is the difference in language

use. Pew Research Center's study reported that both English dominant and bilingual

Latinos were more likely to have heard and use "Latinx" in English (Noe-Bustamante et

al.:2020). The differences in the percentages of speakers who had heard the term were

large in comparison to the other categories. Both English dominant and bilingual

speakers had 29% of respondents report that they had heard of the term, while Spanish

dominant speakers had 7% report the same (Noe-Bustamante et al. 2020). English

dominant users reported 3% awareness of "Latinx," while bilingual speakers reported

4%, and Spanish dominant speakers reported 2% (Noe-Bustamante et al.2020).

The Pew Research Center study included a fairly large number of participants

and breaks the results down into multiple subcategories. It will be useful to compare

results with my present study. One question not covered is the knowledge of Spanish grammar and how that knowledge affects percentages of people willing to use "Latinx." My study also focuses specifically on "Latinx" (and no other gender-neutral variant), which Stavans says is impossible to pronounce in Spanish. Pronunciation difficulty may reduce the number of people willing to use the term, but the same people may be more willing to use a similar gender inclusive term that is easier to pronounce, such as "Latine." The Pew Research Center's study does seem contrary to the hypothesis that speakers of Spanish with more knowledge about the Spanish language and grammar will have higher levels of disapproval. However, my study will include different levels of Spanish that participants have studied in order to draw conclusions based upon their understanding of Spanish in comparison to how they feel about gender inclusive suffixes. My study also includes different gender inclusive suffixes in order to try to understand which suffixes are more or less popular based on their ratings and feedback from participants.

2.6 Conclusion

In conclusion, previous studies such as those discussed by ThinkNow and the Pew Research Center have shown that gender inclusive suffixes are not entirely popular. In both studies, the percentages of participants who used or preferred "Latinx" were low. However, those findings contradict the rising popularity of gender inclusive Spanish language in certain social groups mentioned by Reyes (2016). Reyes also mentions that gender inclusivity may not be an issue with the average Latino, which may be an indicator as to why these terms are not more popular.

My study hopes to add to the knowledge of trending gender-inclusive suffixation by attempting to create connections between knowledge of Spanish language and grammar and the approval of gender inclusive suffixes. More information may be useful in the implementation of gender-inclusive suffixes by showing which suffixes are preferred and by who.

Chapter 3: Methodology

3.1 Overview

This study aims to investigate the relationship between knowledge of Spanish grammar and approval or disapproval surrounding gender inclusive Spanish suffixes such as the suffixes in "Latinx," "*tod@*" and "*persones.*" To address the potential correlation, data about participant's knowledge of Spanish grammar, and the Spanish language were needed along with their opinions about gender inclusive suffixes in Spanish. The investigation involves a mixture of quantitative and qualitative data dealing with the acceptance of these suffixes in relation to the knowledge of Spanish grammar along with reasons for approval or disapproval of these suffixes.

3.2 Survey

This study used a survey consisting of 52 questions (Appendix A). It asked participants about what languages they were fluent in, and also what level of Spanish class participants had completed. Multiple example sentences were given with words using gender inclusive or neutral suffixes in Spanish and English. For these sentences, the participants were asked to rate their approval of these suffixes using a Likert Scale from zero to ten, with higher numbers meaning stronger approval and lower numbers meaning lower approval and five representing neutrality. On certain questions, participants were asked to explain why they either approved or disapproved of certain gender inclusive suffixes in order to receive feedback about participant's responses. The survey was sent through email to be completed by willing participants. The survey received 57 total responses. Out of these, six participants who could not identify which

suffix was the gender suffix in Spanish nouns were removed to ensure that each respondent understood and could identify which suffix was the gender suffix.

3.3 Data

The survey received 51 usable responses, which were then split into four categories based on how participants classified their highest level of Spanish taken. The categories are split into the following: participants who have never taken any class in Spanish ("none"), participants who studied Spanish at a high school level ("high school"), participants who studied Spanish at the college level ("college"), and participants who considered themselves fluent in Spanish ("fluent"). The "fluent" group consitend of one native speaker, three heritage speaker, and five advanced level Spanish learners. Each survey response had the averages for opinions on three gender inclusive suffixes (-*x*, -*@*, -*e*) tallied (Appendix B).

The results were used to make both box and whisker graphs and bar graphs for approval of each different suffix. In each graph, the number in parentheses indicated the number of participants in each group.

In the box and whisker graphs, the whiskers show the outliers on the high and low ends of approval (the top seventy fifth percentile, and the bottom 25th percentile) while the box shows the middle 50 percent of data. These graphs also include points that show outliers, an "x" that shows the average of scores within the box, and a line that shows the median of the data. This type of graph was chosen so that the bulk of the answers could be observed while also seeing the high and low ends of responses. These graphs can be compared to one another in order to see differences in approval ratings between the four aforementioned groups. Higher approval ratings will lead to the

"box" of the box and whisker charts to also be higher along the y axis which ranges from zero to ten. Whisker graphs represent all responses from the survey that used the Likert Scale. While these graphs include the higher and lower percentiles of responses, they are not included within the box so that the highs and lows of each group do not too heavily influence the groups average scores.

Bar graphs were also implemented in order to examine how the data would look with the higher and lower percentiles averaged into the group as well. These graphs have bars that represent the average scores of each group, and aid in visualization of the entire groups scores unlike the bar and whisker graphs. This is why both graphs were used in conjunction.

After all graphs are completed, they can be used to visualize how each group differed in their approval of each of the three gender inclusive suffixes. These differences can then be used in order to draw conclusions based on differences in approval alongside levels of Spanish studied or achieved. These results can then be compared to previous studies to attempt to explain the differences in approval ratings.

Chapter 4: Results

These graphs show the comparison of ratings between the four groups of Spanish learners and fluent speakers. This chapter will star by looking at the box and whisker graphs.

Graph 1.1 Approval of Gender Suffix -*x*
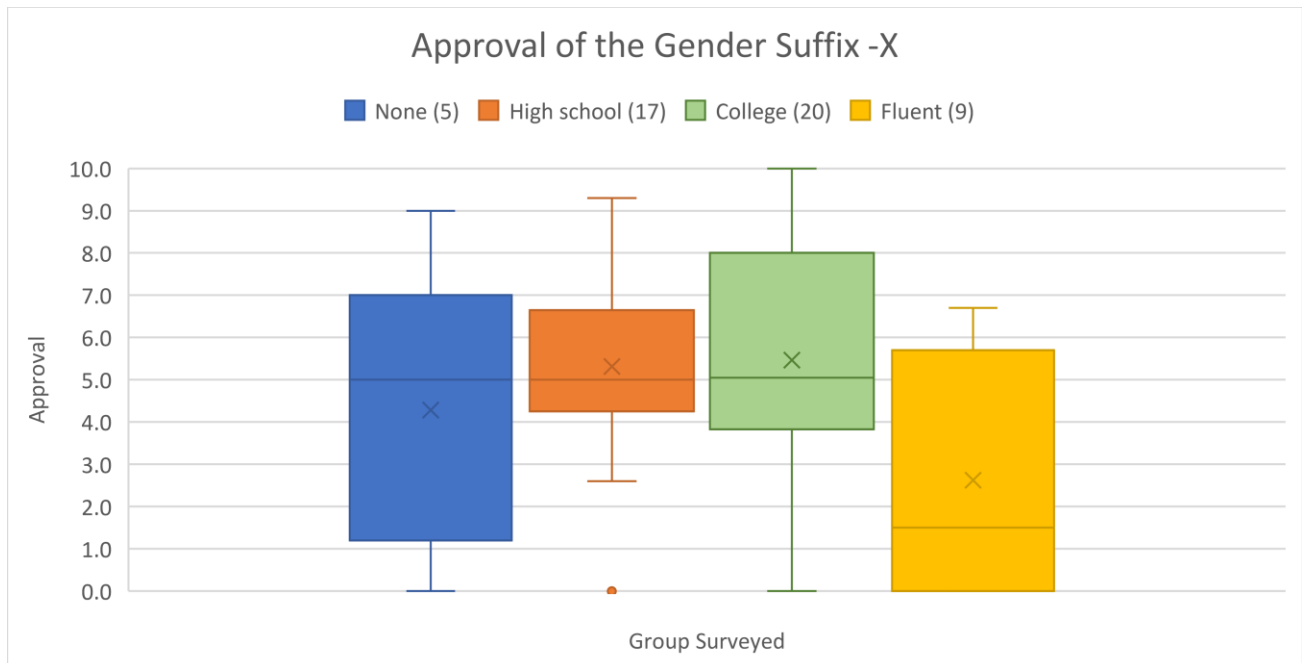
Graph 1.2 Approval of Gender Suffix
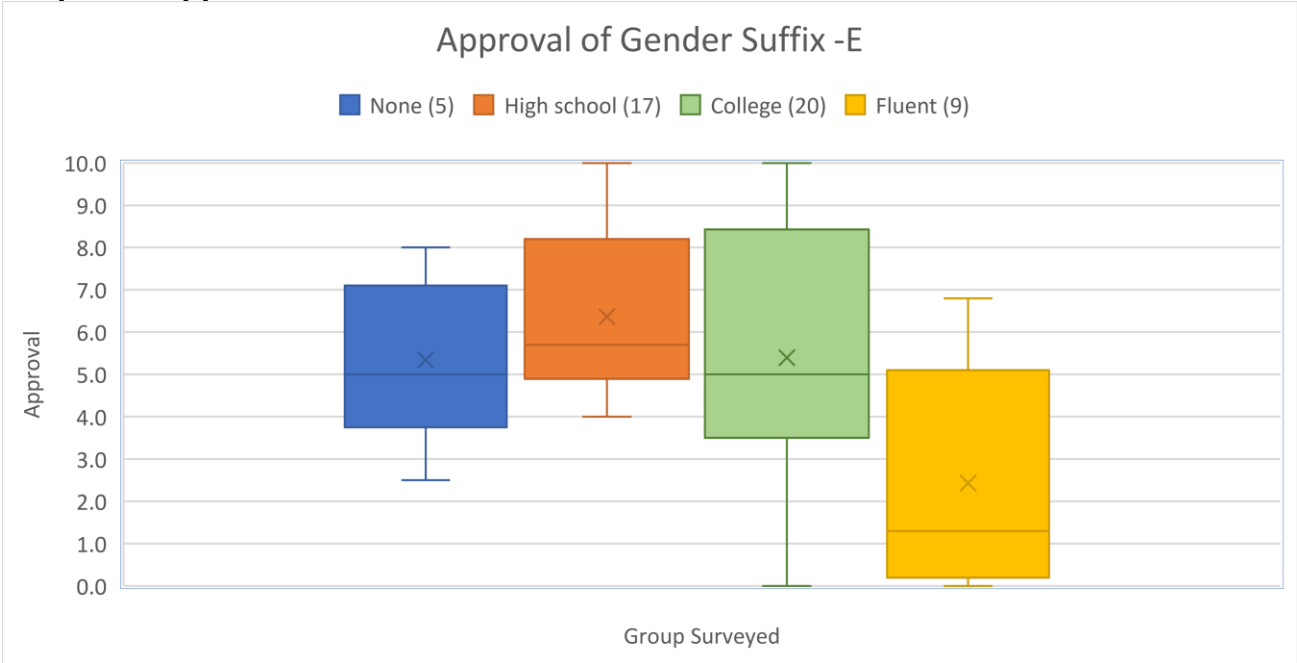
Graph 1.3 Approval of Gender Suffix -@
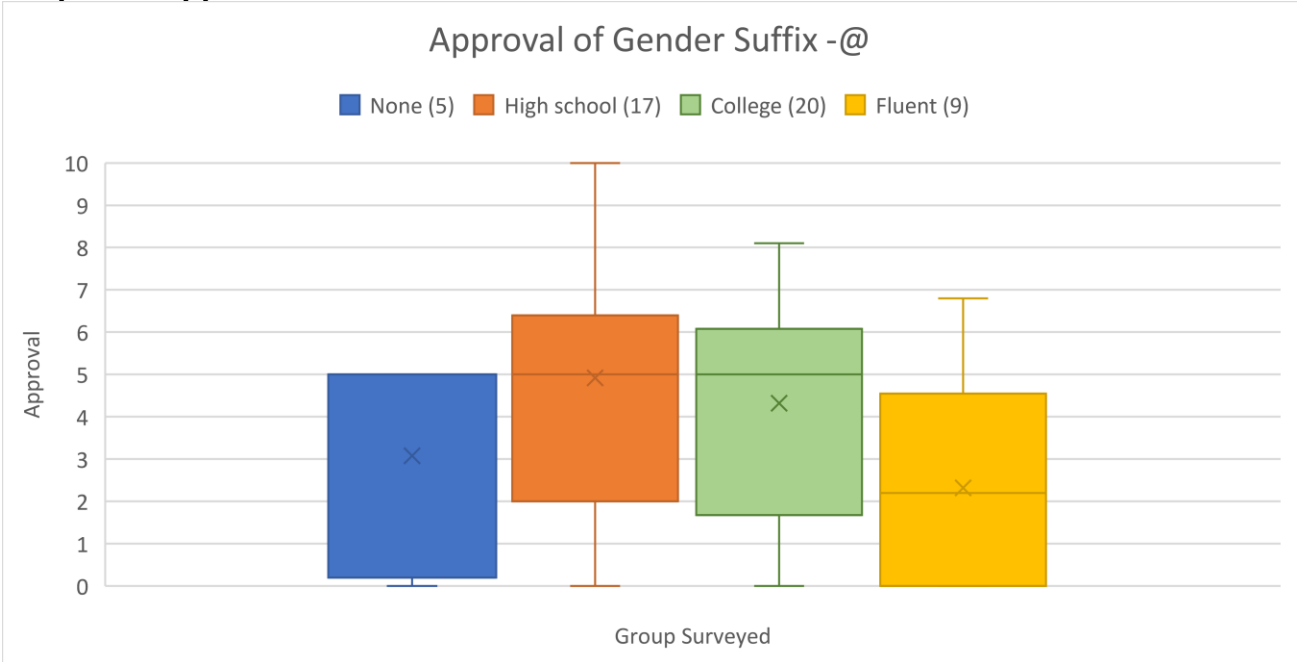
In Graphs 1.1 (-*x*) and 1.2 (-*e*), highest outliers of the "college" grouping were

higher at some points than the median boxes in the "high school" grouping. The

average of the middle percentile of Graph 1.1 was also higher in the "college" grouping

(average of 5.5) than in the "high school" grouping (average of 5.3), which was not in line with my hypothesis, as the group who has taken higher levels of Spanish has a .2 higher rate of approval on average of the *-x* suffix. In graph 1.3, we see a similar trend in which the box of the groups seems to decrease in approval in the "college" and "fluent" groups. Fluent speakers consistently had the lowest approvals of these suffixes.

Graph 2.1 Approval of –x Grouped by Level of Spanish Studied

Approval of Gender Suffix -X
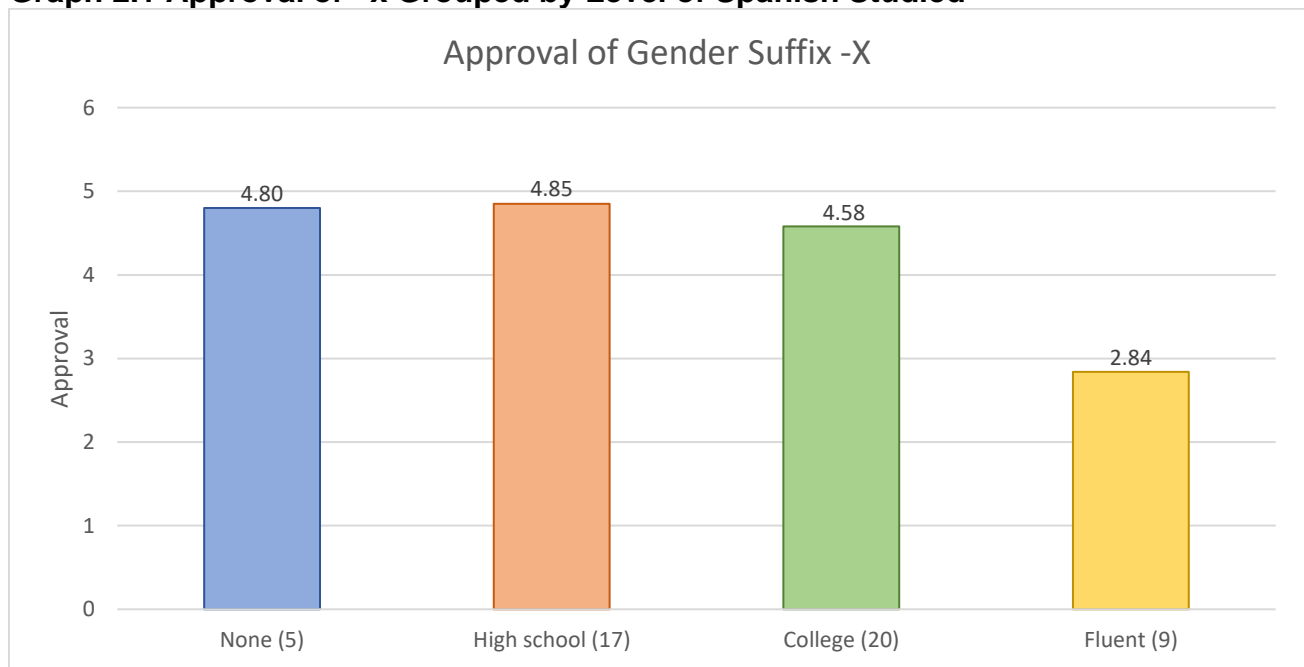
Graph 2.2 Approval of –e Grouped by Level of Spanish Studied

Approval of Gender Suffix -E
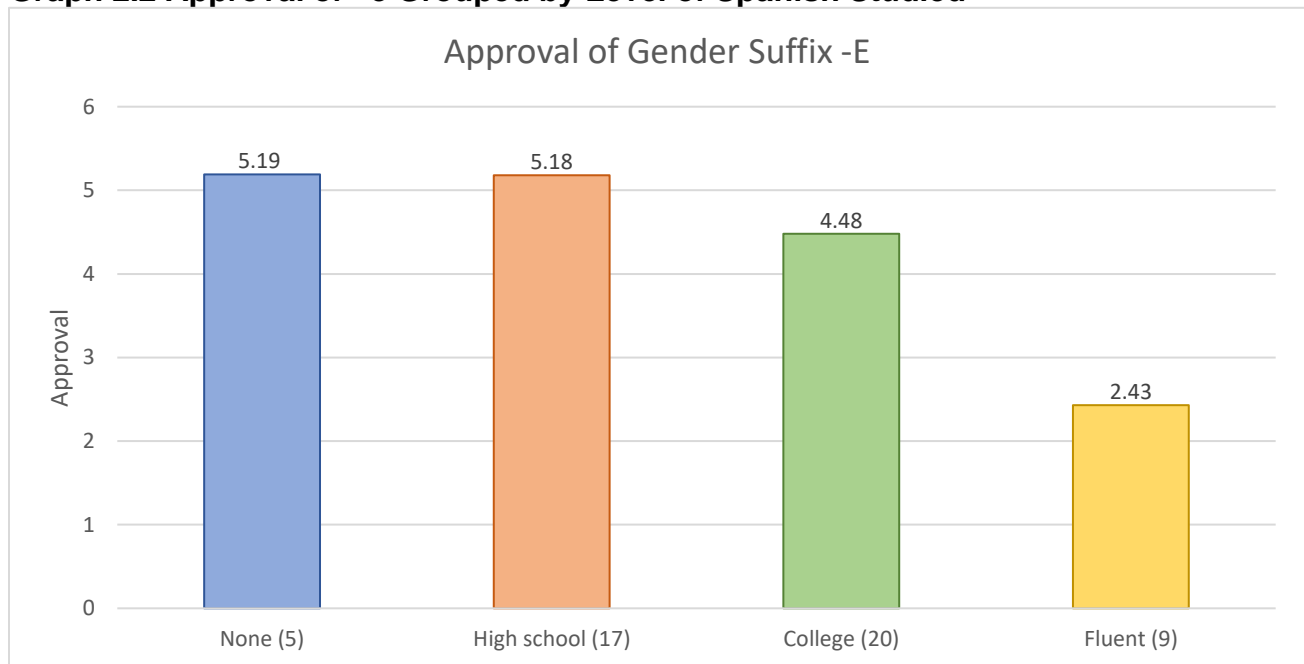
Graph 2.3 Approval of –@ Grouped by Level of Spanish Studied

Approval of Gender Suffix -@
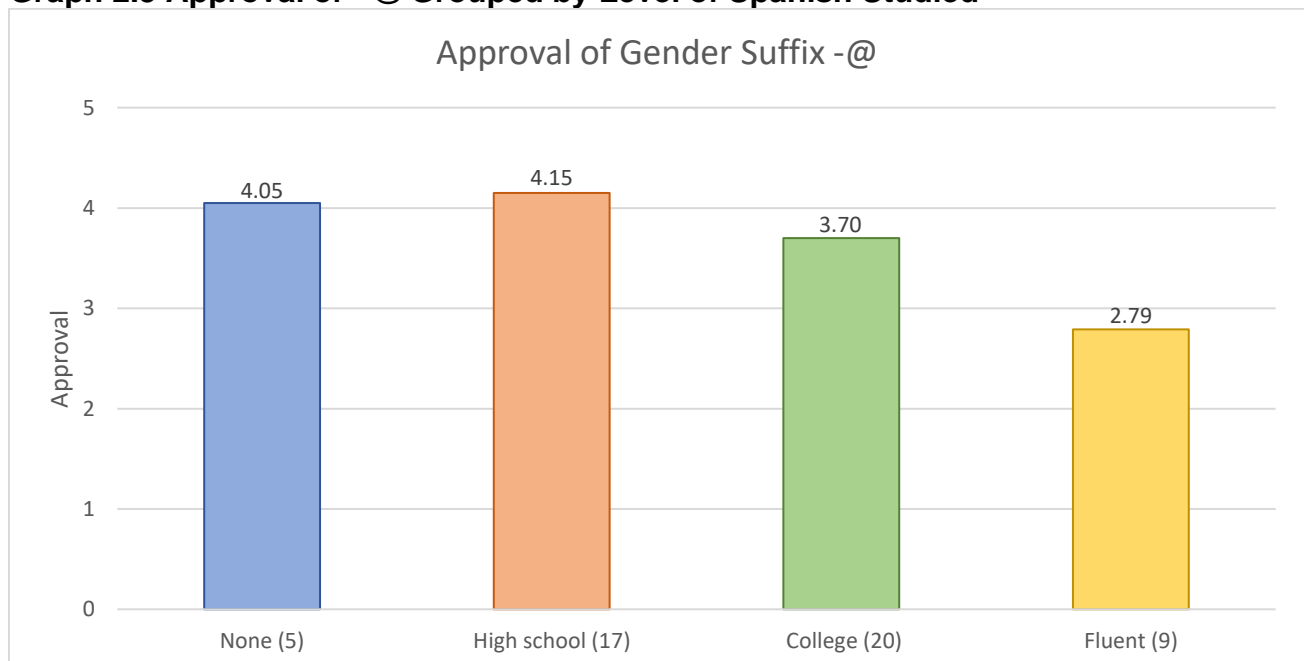
In Graphs 2.1, 2.2, and 2.3, approval ratings trend lower at each higher level of study regardless of suffix, which means that the approval is lower in the "college" group,

and lowest in the "fluent" group. These graphs show that, on average, participants in the "high school" grouping (people who had taken Spanish class at a high school level) had the highest approval of both -@ and -x suffixes, while participants in the "none" group (people with no Spanish study) had the highest approval of the -*e* suffix. In these graphs, it is also interesting to acknowledge that the -@ suffix consistently scored the lowest approval in all groupings, except for the "fluent" group in which the suffix -*e* had the lowest approval. Suffix -*x* was the suffix with the highest average approval ratings among the "college" and "fluent" groups, while -*e* had the highest approval among the "none" and "high school" groups.

These graphs show the comparison of ratings between the four groups of Spanish learners and native speakers. One clear similarity in all these graphs in relation to groupings was that the group of fluent speakers always had the lowest average approval ratings. In Graphs 2.1, 2.2, and 2.3, approvals of fluent speakers were two points lower than the next highest grouping for suffix -e. The differences for the next highest groups for the other suffixes, -x and -@ were slightly smaller, at a 1.74 difference and a .91 difference, respectively. The "none" grouping (no Spanish study) also has some interesting patterns in both sets of graphs. In Graphs 2.1 (–*x*), and 2.3 (@), , the "none" group had lower average approvals than the "high school" group. This same trend occurs in Graphs 1.1 (-*x*), and 1.3 (-@). Interestingly, Graph 1.2 also has some points within the box of the "none" group lower than those of the "high school" group. The average of the "none" box in this graph is also lower than the average of the "high school" box, a trend not shared with Graph 2.2, however, in which the average of the "none" group is higher than the "high school" group by .01.

After describing the results of the survey, Chapter 5 will discuss their significance in relation to the previous literature.

Chapter 5: Discussion

5.1 Overview

The results chapter gives interesting insight to how the different groups mentioned approved of the three gender inclusive suffixes (-*x*, -*@*, -*e*). In my study, there are many instances in which higher levels of Spanish education yielded lower levels of approval, which was the original hypothesis. The difference in approval is most apparent within the "fluent" group, in which the average approval was consistently lower than all other groups. The difference between the "high school" and "college" groups are less apparent, but also seem typically to continue the trend of the "college" group having lower approval than the "high school" group. These findings demonstrate a possible negative correlation between the level of Spanish taken or known by the participant and their approval of the suffixes -*x*, -*e*, and -*@*.

5.2 Interpretation

These results may show the need for a variety of forms in gender inclusive language in Spanish. These results show how higher-level speakers on average do not approve of these suffixes. If fluent speakers disapprove of these particular three suffixes the most, perhaps these suffixes are not easily affixed in Spanish. The correlation between the level of Spanish and the disapproval of these suffix could imply that other strategies are needed in order to include gender-inclusive expression successfully by Spanish speakers such as an emphasis on the masculine plural as a gender inclusive suffix.

There is also the possibility that participants within this category do not feel a need for new suffixes. One respondent who reported being fluent stated, "No, I don't approve of any of them, since their conception has a socio-political origin overlooking the function of the Spanish language." The correlation may be addressed by ideas previously proposed by Nissen and Roca: participants with higher levels of Spanish knowledge and better understanding of Spanish grammar may feel as if the *-o* suffix is sufficient in expressing multiple gender identities, because, according to Roca and Nissen, the *-o* suffix does not necessarily signify that the referent is male. The generalized suffix *-o* may be understood more by "fluent" and "college" speakers, as they would have more training or practice using the Spanish language and therefore may have been exposed to more instances or have more experience with the "masculine" suffix *-o* being used to express different genders other than male. It is possible that the more formal education in Spanish would mean a more traditional upbringing in which issues surrounding nonbinary language are not as prevalent. This may lead to underrepresentation of inclusive language in classrooms. One participant from the "fluent" group, when asked if he disapproved of these suffixes, explained," Yes, it would alter the understanding of the language that I have and make it more difficult in turn to teach the language to others." A respondent who had taken college level courses mentioned,

> "I've only seen Latinx and I have mixed feelings about it. I don't like using these
> alternate endings in Spanish because I don't know how to pronounce them and it
> doesn't feel grammatically correct. Latinx is okay. I know it's trying to be inclusive
> but I know that many native Spanish speakers dislike it"

The participant indicated one difficulty with some of the innovative suffixes: the pronunciation. The suffix -@ is not pronounceable as it is a combination of the two traditional Spanish gender suffixes -*o* and -*a*. This means there is no way to use -@ in a conversation as speakers cannot vocalize this suffix. The -*x* suffix has a similar problem. Although there are sounds associated with the use of the letter *x* in Spanish, the problem occurs with the use -*x* preceded by a consonant. Using an x after a vowel is grammatically correct and pronounceable (for example; *examen*, *texto*, *máximo*, *fénix*). This is why "Latinx" is unpronounceable because of the phonological constraint in Spanish of putting -*x* after a consonant.

These opinions show yet another possible difficulty: the implementation of inclusive suffixes within the classroom. Suffixes such as -*x*, -@ and –*e* (or possible future alternative suffixes) would have to be integrated into curriculums so new speakers or learners can incorporate them into language use, and as seen in Noe-Bustamante's study, only 29% of English dominant and bilingual speakers report hearing of "Latinx." Teachers would have to be aware of innovative suffixes and agree to proposing nonbinary distinctions in Spanish so the information being taught is not contradictory or counterproductive. Classes would also have to agree upon and teach the pronunciation of new suffixes, among other difficulties the addition of gender inclusive suffixes may arise, as the terms will have to be applied in classroom settings. One of the difficulties being the expression of gender inclusive language in language structure such as grammar. Teachers would also need professional training in order to assure factors such as the uniformity of information being taught. However, exposing students to innovative gender-neutral suffixes in the classroom could be one way to aid

in the popularity of these terms as well. This is also another reason the masculine plural might be more successful as an inclusive suffix as it is already taught and used in Spanish. There might have to be a focus on this suffix as an inclusive suffix, but it would bypass the addition of completely new suffixes.

Not all responses opposed the implementation of gender-inclusive suffixes. One respondent from the "college" group mentioned, "I approve of Latinx because it takes away the assumption of gender in regard to a person/people," which may indicate that, as mentioned previously by Reyes (2016), some participants may appreciate these suffixes as a way to disrupt the gender binary in Spanish. "Latinx" may also be preferred by participants because of popularity, as another participant from the college level group mentioned, "I feel that I've heard Latinx used more so I approve of it more." Approval ties into the need for popularity for these suffixes to actually be implemented into Spanish, and also gives insight into why some groups may have preferred the *-x* suffix. Despite this, it may be more productive to instead focus on using the already popular masculine suffix as an inclusive suffix. This would also circumnavigate the need to implement too many changes in classroom settings as this suffix is already being taught.

Chapter 6: Conclusions

This study set out to investigate a possible correlation between the approval of gender inclusive Spanish suffixes and participants' levels of knowledge about Spanish language and grammar. My results do indicate a correlation between people who had taken higher level courses and the general level of approval of the suffixes. In particular, my survey showed that the higher level of traditional study of Spanish, the lower the approval of –x, -@, and –e. Participants with no knowledge had relatively high approval ratings when compared to the other groups. People with high school study while disapproving of both -@ and -X still had higher approval ratings than the other groups; people with college study had some of the lowest approval; and finally, fluent speakers which consistently ranked lowest in average approval.

A better understanding of language helps to make informed decisions about its use. Studies that aim to improve knowledge surrounding language structures and use can provide information to teachers, administrators, and other educational facilities on the best way to implement new language use in order to keep up with constantly evolving language. Understanding the preferences of a community of speakers allow better implementation of these preferences into classroom settings. Language is a powerful tool that serves as a reflection of society (Wardhaugh and Fuller 316). Understanding gender inclusivity and what needs are or are not being met within any given community is important to make members and visitors feel included and accepted, including how different speakers of a language feel about and use gender inclusive language. Previous studies by Noe-Bustamante (2020) and Slemp (2020) give us better understanding of the uses of gender inclusive language in Spanish, and

although it may not be a problem for everyone, some groups may have difficulty expressing their gender identities. This problem however may be created unnecessarily as the -o suffix might be sufficient as an inclusive suffix.

How language users will accept these suffixes also affect gender inclusive language use, as a majority of speakers will propel the implementation of new forms. Without people willing to use inclusive forms, the forms will not be successful. My study may be an indicator that the present forms are insufficient. Fluent speakers from my survey preferred *-x* over the other options presented, but they on average still disapproved of all three suffixes. Other options may become available as the language evolves to include nonbinary or gender-fluid individuals.

My study is just one part of the whole which encompasses the understanding of language structure and use, and the evolution of U.S. Spanish. The U.S. has many different communities of Spanish speakers from around the world all using Spanish for different purposes. Having so many different speakers of Spanish in close contact with English will undoubtably have effects on the use of Spanish in the U.S. as well. There will always be a need for more studies and information in order to keep up with the constant evolution of language and its use. Future studies are important to keep pace with language evolution and provide more insight into this field.

6.1 Limitations and Future Research

It is important to note that the generalizability of the results is limited by the small number of responses received. With more participants, the results may be more significant. In future studies, more participants could yield more generalizable results and either further support or contradict the hypothesis.

There was a lack of respondents who marked their gender as "fluid." Slemp (2020) notes that the gender diverse participants in her study had different results than those who selected male and female. The present study, only had one member indicate that their gender was "fluid." Not marking "fluid" as a category may simply be an indication that the respondents were not willing to share that information, even if they were gender nonbinary or gender fluid, or that they have other terms to which they refer to themselves.

Another potentially fruitful study is to survey only gender fluid/nonbinary Spanish speakers or learners as to their awareness, approval and preference of innovative suffixes. It could be interesting to see how speakers who do not feel as if the traditional gender binary system describes them feel about the use of innovative suffixes which would aim to include them in language. It is possible they may feel similar to Roca and feel adequately described by the masculine suffix in Spanish, or that a problem is being created where one does not exist. This may also give insight to not only the preferences but the awareness of these suffixes in more specific social context. It is important to understand the preferences of fluid/nonbinary Spanish speakers because they are being referred to with this type of language. Studies that better the understanding of their preferences will help in the development and implication of innovative suffixes or other gender inclusive language.

Another potentially interesting study is to survey native speakers' preferences for innovative suffixes in writing as contrasted to speaking. It would be interesting to know if fluent Spanish participants have different choices if they know that they will write versus if they will speak. This will likely be affected by the pronounceability of the suffix. It could

also be influenced by what region or community speakers are from. Understanding the most common spoken forms is also an integral part of understand social and pragmatic use of innovative suffixes.

More investigations will lead to a more meaningful understanding of language as emblematic of a community. Studies that dive into language also dive into societal norms, which is why they are needed and important. Gender inclusive language is an emerging subject increasing in popularity during the 21st century. Understanding gender inclusive language will better help us understand how to implement it more effectively into daily use. Previous studies constantly add to the pursuit of knowledge surrounding language in society, and I believe that my study will be invaluable when working with the issues of a gender neutral Spanish language at all levels.

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Appendix A

This Appendix consists of the survey questions used in this study. This version also

includes the functions used on Qualtrics.

Thank you for agreeing to complete this survey. Please answer all the questions that you feel comfortable with. There are no "correct" answers, so feel free to express your opinion. This survey will be kept confidential and anonymous, to be used for academic research only

    1

Are you 18 or 18+

- Yes

- No

Condition: No Is Selected. Skip To: End of Survey.   Options

Q58

Investigator	Faculty Sponsor
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Purpose. The purpose of this research is to understand how knowledge of the Spanish language affects the approval or disapproval of gender natural suffixes.
Duration. It is expected that your participation will last 15-30 minutes.
Activities. You will be asked demographic questions along with general questions about Spanish grammar and gender neutral suffixes. Then you will be asked to give your opinion on example sentences in Spanish and English.
Why you might not want to participate. Some of the foreseeable risks of your participation include not wanting to answer the demographic questions or not understanding or not liking content of the examples.
Why you might want to participate. While there are no direct benefits, your input will further this academic endeavor of a better understanding on how knowledge of the Spanish language will affect approval of gender neutral suffixes.

What you will do for this study
There is a survey with 51 questions. No questions are required to be answered.
1.You will be asked demographic questions relating to topic such as
·   Age
·   Gender
·   Race or ethnicity
2.You will be asked questions about the Spanish language and gender neutral suffixes and your opinions on them.

·   Suffixes include -x -@ and -e
3.You will be given example sentences with words using gender neutral suffixes in English and Spanish and asked to rate your approval of these usages. Some examples are:
·   "Latines are the second largest ethnic group in the U.S."
·   "Las ciudades más grandes atraen a l@s latin@s."

Possible risks from your participation
You may feel uncomfortable with the demographic questions as they pertain to personal information such as age and gender. There is also a small possibility that the content of the examples may make you uncomfortable.

Benefits from your participation
You should not expect benefits from participating in this study. However, you may experience satisfaction from contributing to scientific knowledge. Your participation will help the researcher understand how knowledge of Spanish grammar and the history of the Spanish languages affects approval of gender natural suffixes.

Confidentiality
Surveys will be submitted anonymously through the survey website. No questions require specific details, such as names. Your email may be given to the researcher if you wish to provide more feedback. Email address will not be recorded or included in survey results.

Members of the Institutional Review Board (IRB) – the committee responsible for reviewing the ethics of, approving, and monitoring all research with humans – have authority to access all records. However, the IRB will request identifiers only when necessary.
Right to Withdraw
You do not have to volunteer for this study, and there is no penalty if you refuse. You do not have to answer every question if you do not want to. If you start the study and decide that you do not want to finish, just exit the survey site. Whether or not you participate or withdraw will not affect your current or future relationship with the University, and it will not cause you to lose any benefits to which you are entitled.
The researchers may terminate your participation in the study without regard to your consent and for any reason, such as protecting your safety and protecting the integrity of the research data.
IRB Approval
This study has been reviewed and marked exempt by The University of Mississippi's Institutional Review Board (IRB). If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the IRB at (662) 915-7482 or irb@olemiss.edu.
Please ask the researcher if there is anything that is not clear or if you need more information. Contact information is at the top of this form. When all your questions have been answered, you may decide if you want to be in the study or not.

Statement of Consent
I have read the above information. I have been given a copy of this form. I have had an opportunity to ask questions, and I have received answers. I consent to participate in the study.
Furthermore, I also affirm that the researcher explained the study to me and told me about the

study's risks as well as my right to refuse to participate and to withdraw.

_____
Signature of Participant/ Legally Authorized Representative

*By selecting agree you are agreeing you have read, understand, and agree to the above information, and this will act as your signature.
*By selecting disagree, you will be redirected to the end of the survey.

- Agree

- Disagree

Condition: Disagree Is Selected. Skip To: End of Survey.   Options

2
Gender

- M

- F

- Fluid

3
Age

- 18-24

- 25-35

- 36-50

- 51-65

- 66-80

- 81+

4
Amount of education in Spanish

- None

- Some high school

- Some college

- Spanish heritage

- Native speaker

- Lived or worked in Spanish-speaking country

4a – *Display This Question If Amount of education in Spanish some college is selected
Amount of education in Spanish cont. - Specify level and amount of college education in Spanish.

Q3A *Display This Question If Amount of education in Spanish Spanish heritage Is Selected

Amount of education in Spanish cont. - Specific which generation heritage speaker you are.

Q3A-*Display This Question if Amount of education in Spanish Native Speaker is Selected

Amount of education in Spanish cont. - Specify which community/country

Q3A *Display This Question If Amount of education in Spanish Lived or worked in Spanish-speaking country Is Selected

Amount of education in Spanish cont. - Specify which countries you have lived or worked in.
Q3A
What languages are you fluent in?
    Q4
Do you have any training in Spanish or English Literature?

- Yes- English

- Yes- Spanish

- Yes- both

- No
    Q5
Do you have any training in Spanish or English grammar?

- Yes- English

- Yes- Spanish

- Yes- both

- No
    Q6
Do you have any training in English or Spanish linguistics?

- Yes- English

- Yes- Spanish

- Yes- Both

- No
Q14
In the following words, which suffix is the gender suffix?

Latinos

- in

- o

- s
Q15

Puertorriqueñas

- ñ

- a

- s

Q16

Chicanos

- n

- o

- s

Q17

What is gender in the Spanish language? Select the answer you feel defines the term best.

- A suffix showing the sex of the word

- A suffix indicating a grammatical category

- A suffix representing the historical origin of the word

- Other

Q18

Have you seen these alternatives to gender suffixes? Select as many of the following endings that you have seen in popular writings.

- Latinx

- Latin@

- Latine

- Have not seen any of these

- Other

Q17

How do you feel about Latinx?

Strongly Disapprove					Neutral				Strongly Approve	
0	1	2	3	4	5	6	7	8	9	10

Q18

How do you feel about Latin@?

Strongly Disapprove					Neutral				Strongly Approve	
0	1	2	3	4	5	6	7	8	9	10

Q19

How do you feel about Latine?

Strongly Disapprove					Neutral				Strongly Approve	
0	1	2	3	4	5	6	7	8	9	10

Q20

Do you approve of any of these alternate endings? Why? Which ones?

_____

Q21
Do you disapprove of any of these alternate endings? Why? Which ones?
_____
Q22
How do you feel about the use of the innovative gender endings in the following sentences?

Latinx culture is prevalent in many parts of the United States.
Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q23
Algunas universidades en los EE.UU. tienen organizaciones de estudiantes latinxs
Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q24
El mundo inglés y el mundo latinx interactúan con frecuencia.
Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q25
Una gran cantidad de hispanohablantes en los Estados Unidos son chicanxs.
Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q26
Todxs hablan el mismo idioma, pero no tienen la misma cultura.

Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q27
Lxs personxs hablan principalmente español en algunas comunidades de EE.UU.
Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q28
There are about 52 million Latinx people in the U.S.
Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q29
The Latin@ community is comprised of many different cultures.

Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q30
Los Estados Unidos es el país con el segundo mayor número de person@s que hablan español en el mundo.
Strongly Disapprove   Neutral   Strongly Approve
   0   1   2   3   4   5   6   7   8   9   10
Q31
Se espera que la cantidad de chican@s que hablan español en EE.UU. se disminuye en el futuro.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q32

Speaking Spanish is not a requirement of being Latin@.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q33

L@s chican@s provienen de diferentes orígenes culturales.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q34

Tod@s tienen sus propias identidades.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q35

Latines are the second largest ethnic group in the U.S.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q36

Tener varios idiomas en las noticias ayuda a garantizar un mayor acceso para todes.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q37

Latine culture is often noted to be collectivist.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q38

Some Chican@ communities span many years.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q39

The Chicane culture is not monolithic.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q40

La mayoría de latinxs tienen sus tradiciones culturales.

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q41

Muches persones tienen ideas distintas sobre el género

Strongly Disapprove   Neutral   Strongly Approve

   0   1   2   3   4   5   6   7   8   9   10

Q42

La clase social también afecta la clasificación de lxs chicanxs.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q43

Chican@s have a unique relationship with both English and Spanish in the U.S.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q44

Las comunidades están formadas por persones de diferentes culturas.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q45

La cultura latine no está compuesta por solo un grupo de persones.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q46

Chicanx culture in the U.S is evolving.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q47

Las ciudades más grandes atraen a l@s latin@s.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q48

Chicanes divide their loyalties between family and community relations.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q49

A Chicanx may or may not speak Spanish in a family setting.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q50

Vari@s person@s declararon su independencia de la política.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q51

La comunidad chican@ tiene muchas facetas.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q52

Les latines proveen sus propias declaraciones de la política lingüística

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q53

Les chicanes se dividen por la edad de su llegada a los EE.UU.

Strongly Disapprove   Neutral   Strongly Approve

0   1   2   3   4   5   6   7   8   9   10

Q54

Una comunidad de person@s bilingües funciona como un vínculo histórico.

Strongly Disapprove   Neutral   Strongly Approve
    0   1   2   3   4   5   6   7   8   9   10
Q55
Can I ask you more questions about your preferences? If so, please fill in your e-mail
address so I can talk to you again. Thank you again for your participation in the survey!
_____

Appendix B

This appendix shows the data used in the calculation of results. This data was used in

the creation of the graphs shown in the results chapter. This appendix has three tables.

There will be one representing each gender suffix included in the survey. The colors

used in the graphs are also used in these tables.

Approval of Gender Suffix -X			
None (5)	High school (17)	College (20)	Fluent (9)
2.4	5.0	5.0	0.0
5.0	4.2	0.0	6.6
5.0	5.0	5.0	6.7
9.0	5.0	5.0	1.5
0.0	5.7	5.1	4.8
	5.0	0.0	0.0
	5.0	8.2	4.0
	2.6	9.0	0.0
	4.3	4.2	0.0
	4.2	4.4	
	9.3	8.6	
	6.6	8.0	
	6.7	6.6	
	0.0	3.5	
	5.4	3.7	
	7.2	8.0	
	9.1	7.4	
		10.0	
		0.0	
		7.6	
Group Average	4.80	4.85	4.58	2.84

Approval of Gender Suffix -E			
None (5)	High school (17)	College (20)	Fluent (9)
6.2	5.0	5.0	0.0
5.0	4.4	0.0	5.8
5.0	10.0	5.0	6.8
8.0	5.0	5.0	1.3
2.5	5.9	5.1	4.4
	5.0	0.0	0.0
	5.0	7.6	0.4
	4.0	10.0	1.2
	6.5	4.7	2.0
	4.3	8.8	
	10.0	8.5	
	6.3	8.2	
	9.9	1.0	
	5.7	5.0	
	4.8	5.0	
	6.4	9.0	
	10.0	3.1	
		10.0	
		2.0	
		5.0	
Group Average			
5.19	5.18	4.48	2.43

Approval of Gender Suffix -@			
None (5)	High school (17)	College (20)	Fluent (9)
0.0	5.0	5.0	0.0
5.0	4.0	0.0	5.2
5.0	10.0	5.0	6.8
5.0	1.0	5.0	2.8
0.4	6.4	5.0	3.9
	5.0	0.0	0.0
	5.0	5.0	2.2
	1.0	4.0	0.0
	5.7	0.0	0.0
	4.2	6.3	
	10.0	8.1	
	6.4	5.2	
	3.0	6.7	
	0.0	0.9	
	6.4	6.0	
	0.5	5.3	
	10.0	7.8	
		5.0	
		0.0	
		6.1	
Group Average 4.05	4.15	3.70	2.79