THE JAPANESE IMMIGRANTS IN COLOMBIA: COMMUNITY, IDENTITY, AND L2 SPANISH VARIATION OF ARTICLES

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INTRODUCTION

- Criteria: being born in Japan, or having at least one Japanese parent.

- Sociolinguistic interviews (31 participants).

- Analysis:
  Focus on those who were born in Japan.

  **Qualitative**: To describe strategies of social identity.
  How important is the Japanese Community (JC) for you?

  **Quantitative**: To find a connection between L2 articles with groups of identity.
PREVIOUS STUDIES

Nikkei communities in Latin America:

- Sanmiguel (2006), Japanese in Colombia

Acquisition of Articles:

- Features in the UG that constrain acquisition of L2 articles (mainly in English).
- Article Choice Hypothesis.
- Articles as expletive marks of nominal phrases (Harder 2008).
- L2 articles mark referents where there is not an obvious way to identify them (Trenkic 2009).
RESEARCH QUESTION

To what extent is the self-identity of late bilinguals in the Japanese Community (JC) connected with their usage of L2-Spanish articles?
Table 1. *Information about participants.*

<table>
<thead>
<tr>
<th>Arrival category</th>
<th>Participant</th>
<th>Identity</th>
<th>Proficiency</th>
<th>Age</th>
<th>Age of arrival</th>
<th>Year of arrival</th>
<th>Sex</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 13 y/before 1965</td>
<td>P15</td>
<td>JC</td>
<td>Adv</td>
<td>82</td>
<td>7</td>
<td>1935</td>
<td>Woman</td>
<td>Farmer</td>
</tr>
<tr>
<td></td>
<td>P24</td>
<td>JC</td>
<td>Adv</td>
<td>79</td>
<td>4</td>
<td>1935</td>
<td>Woman</td>
<td>Farmer</td>
</tr>
<tr>
<td></td>
<td>P31</td>
<td>JC</td>
<td>Adv</td>
<td>62</td>
<td>5</td>
<td>1953</td>
<td>Woman</td>
<td>Farmer</td>
</tr>
<tr>
<td>After 13 y/before 1965</td>
<td>P6</td>
<td>JC</td>
<td>Adv</td>
<td>68</td>
<td>22</td>
<td>1964</td>
<td>Woman</td>
<td>Teacher</td>
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<tr>
<td></td>
<td>P7</td>
<td>JC</td>
<td>Adv</td>
<td>60</td>
<td>21</td>
<td>1961</td>
<td>Man</td>
<td>Farmer</td>
</tr>
<tr>
<td></td>
<td>P12</td>
<td>JC</td>
<td>Adv</td>
<td>73</td>
<td>20</td>
<td>1957</td>
<td>Woman</td>
<td>Teacher</td>
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<tr>
<td></td>
<td>P29</td>
<td>JC</td>
<td>Adv</td>
<td>67</td>
<td>18</td>
<td>1961</td>
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<td>Farmer</td>
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<tr>
<td></td>
<td>P31</td>
<td>JC</td>
<td>Adv</td>
<td>77</td>
<td>24</td>
<td>1957</td>
<td>Man</td>
<td>Farmer</td>
</tr>
<tr>
<td>After 13 y/after 1980</td>
<td>P13</td>
<td>JC</td>
<td>Beg</td>
<td>34</td>
<td>31</td>
<td>2007</td>
<td>Woman</td>
<td>Nurse</td>
</tr>
<tr>
<td></td>
<td>P14</td>
<td>JC</td>
<td>Adv</td>
<td>57</td>
<td>27</td>
<td>1980</td>
<td>Woman</td>
<td>Teacher</td>
</tr>
<tr>
<td>After 13 y/after 1980</td>
<td>P1</td>
<td>NJC</td>
<td>Beg</td>
<td>33</td>
<td>31</td>
<td>2008</td>
<td>Woman</td>
<td>Biologist</td>
</tr>
<tr>
<td></td>
<td>P3</td>
<td>NJC</td>
<td>Adv</td>
<td>31</td>
<td>22</td>
<td>2001</td>
<td>Woman</td>
<td>Engineer</td>
</tr>
<tr>
<td></td>
<td>P9</td>
<td>NJC</td>
<td>Adv</td>
<td>58</td>
<td>30</td>
<td>1982</td>
<td>Man</td>
<td>Businessman</td>
</tr>
<tr>
<td></td>
<td>P10</td>
<td>NJC</td>
<td>Beg</td>
<td>65</td>
<td>63</td>
<td>2008</td>
<td>Man</td>
<td>Engineer</td>
</tr>
<tr>
<td></td>
<td>P11</td>
<td>NJC</td>
<td>Beg</td>
<td>62</td>
<td>61</td>
<td>2009</td>
<td>Man</td>
<td>Businessman</td>
</tr>
<tr>
<td></td>
<td>P18</td>
<td>NJC</td>
<td>Adv</td>
<td>23</td>
<td>23</td>
<td>2010</td>
<td>Woman</td>
<td>Secretary</td>
</tr>
<tr>
<td></td>
<td>P19</td>
<td>NJC</td>
<td>Int</td>
<td>24</td>
<td>24</td>
<td>2010</td>
<td>Man</td>
<td>Acupressurist</td>
</tr>
<tr>
<td></td>
<td>P27</td>
<td>NJC</td>
<td>Beg</td>
<td>52</td>
<td>36</td>
<td>1994</td>
<td>Woman</td>
<td>Minister</td>
</tr>
<tr>
<td></td>
<td>P28</td>
<td>NJC</td>
<td>Adv</td>
<td>50</td>
<td>31</td>
<td>1991</td>
<td>Man</td>
<td>Minister</td>
</tr>
</tbody>
</table>
SOCIAL IDENTITY AND A COMMON HISTORY

The beginning of the JC (1929-1939)

*I am not Colombian or Japanese* (P30)

- Three waves: 1929, 1930, and 1935
- Preparing soil for farming: plantation *El Jagual*
- Cooperative of farmers

The World War II and pos-war (1939-1952)

*Most died in war, my uncle and aunts, brother of my mother and of my father, family, all* (P24)

- Loss of ties with Japan
- Accused of being allies with Germans
- Concentration camps
SOCIAL IDENTITY AND A COMMON HISTORY

Integration with new immigrants (1952-1965)

Same work, first makes a contract three year, this three year to one as young people came to look for job (P31)

- Labor contracts, and ‘war brides’ (Befu 2002)
- Association of Japanese Farmers
- Tenrikyo Church: project of expansion

Outsiders (after 1990)

I am not part of the Japanese Community (P3)

- Volunteers, scientists, technicians
- Projects of cooperation
- Plans to go back Japan in the short term
The Spanish language has a system of articles that agrees in gender, and number. The indefinite article is a *cardinal article* (Lyons 1999). The word for the indefinite article is the same for the number *one*.

Table 2. *Articles in Spanish.*

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feminine</td>
<td>Masculine</td>
</tr>
<tr>
<td>Definite</td>
<td>la</td>
<td>el</td>
</tr>
<tr>
<td>Indefinite</td>
<td>una</td>
<td>un</td>
</tr>
<tr>
<td></td>
<td>Feminine</td>
<td>Masculine</td>
</tr>
<tr>
<td></td>
<td>las</td>
<td>los</td>
</tr>
<tr>
<td></td>
<td>unas</td>
<td>unos</td>
</tr>
</tbody>
</table>
METHODOLOGY

Data collection and digitalization
- Transcriptions of interviews

Coding
- Omissions of articles in contexts where a Spanish Native Speaker would produce an article

Analysis
- Quantitative analysis: T-Test of usage of articles according to groups of identity (SPSS)
- Focus on those who arrived as adults
OMISSIONS

Nouns in subject positions
(1) Ø aire está como frío. (P.14, JC)
   air is like cold.
   ‘The air is kind of cold’

Abstract referents and nationalities
(2) Es que eso era Ø filosofía
   Is that DEM was philosophy [of]
   Ø japoneses (P29, JC)
   Japanese people.
   ‘That was the philosophy of the Japanese people’
But other person came from… his nephew, to take him in the night’
Second mention
(4) Todo como parte de un clan,
    All like part of a one clan
Ø clan Morimitsu (P6, JC)
    clan Morimitsu

‘All of them are as if they were part of a clan, the clan Morimitsu’

Unique referents
(5) Con Ø señor Jesús, cualquier cosa
    With Lord Jesus, any thing
hay no? (P27, NJC)
    there.is, isn’t there?

‘There’s any thing with Jesus the Lord’
OMISSIONS

Current expressions with articles

(6) Ninguno no sabe preparar a
None NEG knows prepare to
la gente quedó aquí seis, pero sí
the people stayed here six, but EMPH
Ø papá y la mamá
father and the mother
funcionarios toda la gente. (P7, JC)
officers all the people
todos Ø gente
all people.

‘No one knew how to prepare the people who stayed, six, only the father and mother [of someone stayed], officers, all the people’.
OMISSIONS EXCLUDED

Predicate positions where mass vs. specific readings are possible:

(7) Sí, finca, eh, cerca, tiene Ø? vacas,
    Yes, farm, uh, close, has cows
    todo, Ø? comiendo pasto. (P7, JC)
    all eating grass.

Listings without verbal clue to determine argumenthood:

(8) Pollo de guisado frito así,
    Chicken of stew fred, so,
    pero como ese contramuslo completo, ese
    but like that leg complete, that
    más que asusté. (P14, JC)
    more that scared.

‘I got mostly scared of the fried stew of chicken with the whole leg’
Table 3. *Spanish L2 article omissions in the Japanese bilinguals according to groups.*

<table>
<thead>
<tr>
<th>Participant</th>
<th>Production</th>
<th>Omissions</th>
<th>Total</th>
<th>Omissions%</th>
</tr>
</thead>
<tbody>
<tr>
<td>JC</td>
<td>6</td>
<td>72</td>
<td>341</td>
<td>413</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>115</td>
<td>269</td>
<td>341</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>151</td>
<td>142</td>
<td>293</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>28</td>
<td>98</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>33</td>
<td>152</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>53</td>
<td>259</td>
<td>312</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>46</td>
<td>136</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>498</td>
<td>1397</td>
<td>1852</td>
<td>75.4</td>
</tr>
<tr>
<td>NJC Beg</td>
<td>1</td>
<td>43</td>
<td>188</td>
<td>231</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>86</td>
<td>135</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>94</td>
<td>428</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>13</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td></td>
<td>236</td>
<td>874</td>
<td>589</td>
<td>75.7</td>
</tr>
<tr>
<td>NJC Int.</td>
<td>19</td>
<td>84</td>
<td>173</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>192</td>
<td>84</td>
<td>276</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>190</td>
<td>34</td>
<td>224</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>76</td>
<td>87</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>191</td>
<td>129</td>
<td>320</td>
</tr>
<tr>
<td></td>
<td>649</td>
<td>334</td>
<td>983</td>
<td>34</td>
</tr>
</tbody>
</table>
OMISSIONS OF ARTICLES

The difference between JC and Advance speakers of Spanish, who do not belong the JC, is significant ($p= .007$).

JC omit in a similar pattern as Non-JC Beg.

Second language effect of omissions: foreign type of speech with no impact on felicitous communication.

Indexicality of omissions involves different factors:
  - Acceptance of a foreign type of speech
  - Lack of explicit instruction
  - Spanish as a language forced by circumstances
  - Frequent addressees: children, employees, other Japanese
SOCIAL IDENTITY THROUGH A SECOND LANGUAGE

- L2: Non-Standard Spanish: *I used to go pay the workers. They teach me Spanish* (P6)
- Code switching in home: *I with my children speak Jaspanish*. In Spanish *Japoñol* (P29)
- Children as frequent addressees: *I used to speak only Japanese. I learned Spanish when my children started school* (P12)
- Usage of Spanish among the JC: *In the Association we speak more Spanish than Japanese* (P29).
- Joking attitude toward their own Spanish: *I speak funny, I just talk as I learned* (P6)
- Acceptance of having a foreign type of speech: *What can I do if I had to learn without school, no one corrected me* (P31)
THE PRODUCTION OF INDEFINITE ARTICLES
Work in progress

- Linguistic variables
  - Indefinite article vs. Demonstrative/Definite article

- Social factors:
  - Identity with the JC
  - Instruction in Spanish
  - Time of exposure to Spanish in a Spanish speaking environment
  - Age of first exposure to Spanish
  - Spanish L2/L3
THE PRODUCTION OF INDEFINITE ARTICLES
Work in progress

- Linguistic factors
  - Number-agreement with the noun
  - Number of the referent: singular vs. plural
  - Specificity: specific (first/second mention)/non-specific
  - Noun clause: presence/absence
  - Noun type: animate/inanimate/quantity
  - Case: nominative/accusative/dative/prepositional/adverbial/no verb
THE PRODUCTION OF INDEFINITE ARTICLES
Work in progress

Generative

Functionalist

$un \ (= 1)$

bleaching

$un$

[-Def]
Table 4. Distribution of determiners in the Japanese Community

<table>
<thead>
<tr>
<th>INDEFINITE ARTICLE</th>
<th>DEFINITE ARTICLE / DEMONSTRATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>32.8</td>
<td>226</td>
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<tr>
<td>Total N</td>
<td>688</td>
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Table 5. *Linguistic factors in the production of indefinite articles among members of the JC. Non-significant results.*

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>N</th>
<th>Weight</th>
</tr>
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<td>Number agreement</td>
<td></td>
<td></td>
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<tr>
<td>Agreement</td>
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<td>219</td>
<td>[.51]</td>
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<tr>
<td>Non-agreement noun</td>
<td>38.5</td>
<td>5</td>
<td>[.66]</td>
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<tr>
<td>Non-agreement referent</td>
<td>14.3</td>
<td>1</td>
<td>[.58]</td>
</tr>
<tr>
<td>No agreement</td>
<td>7.7</td>
<td>1</td>
<td>[.18]</td>
</tr>
<tr>
<td>Range</td>
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<td>Noun clause</td>
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<tr>
<td>Presence</td>
<td>32.1</td>
<td>159</td>
<td>[.54]</td>
</tr>
<tr>
<td>Absence</td>
<td>34.7</td>
<td>67</td>
<td>[.48]</td>
</tr>
<tr>
<td>Range</td>
<td></td>
<td></td>
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Table 6. Linguistic factors in the production of indefinite articles among members of the JCSignificant results.

<table>
<thead>
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<th>Factor</th>
<th>%</th>
<th>N</th>
<th>Weight</th>
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</thead>
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<tr>
<td>Number of reference</td>
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<tr>
<td>Singular</td>
<td>34.9</td>
<td>217</td>
<td>.53</td>
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<td>Plural</td>
<td>13.8</td>
<td>8</td>
<td>.20</td>
</tr>
<tr>
<td>Range</td>
<td></td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Specificity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>First mention-Specific</td>
<td>55.7</td>
<td>78</td>
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<td>Second mention-</td>
<td>4.4</td>
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<td>Specificity</td>
<td></td>
<td></td>
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<tr>
<td>Non-Specific</td>
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<td>38</td>
<td>.50</td>
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<td>Prepositional phrase</td>
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<td>.38</td>
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<td>Adverbial expression</td>
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<td>.23</td>
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<td>Range</td>
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<tr>
<td>Type of noun</td>
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<tr>
<td>Quantity</td>
<td>46.8</td>
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<td>.75</td>
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<td>Animate</td>
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<td>Inanimate</td>
<td>29.6</td>
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<td>.41</td>
</tr>
<tr>
<td>Range</td>
<td></td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
THE PRODUCTION OF INDEFINITE ARTICLES
Work in progress

(9) **Al principio** como que no, como
To.the begining like that no, like
**dijeron** que cultura, entonces **un**
said.they that cultura, then a/one
**poquito** **el** pensamiento (P31, JC)
little the thought.

‘At the beginning not [didn’t have problems], because, how can I say, due to the cultural differences, then [I changed] a little bit the way of thought’
THE PRODUCTION OF INDEFINITE ARTICLES

Work in progress

(10) A una persona que da
To a/one person that gives
igual como le digo, ahora alguno
equal as to you say, now some
hablar, pero no, un problema (P7, JC)
speak but not, a/one problem
‘I speak to a person, how can I say, who doesn’t care, but it is a problem’. 
THE PRODUCTION OF INDEFINITE ARTICLES
Work in progress

(4) Todo como parte de un clan,
All like part of a/one clan
Ø clan Morimitsu (P6, JC)
clan Morimitsu

‘All of them are as if they were part of a clan, the clan Morimitsu’
CONCLUSION

The connection between omissions and identity is still an open question. Identity is the integration of different factors, and one relevant factor is that the Japanese Community did not receive explicit instruction in Spanish. This is a social factor that has an impact on a cognitive factor.
The Spanish term ‘Japanese community’ or ‘Japanese colony’ refers to the arrivals prior to 1965.

Higher status of those who arrive in the first three waves (1929, 1931, 1935): You should interview X, she is third wave (Field notes).

Community of practice: the Association of Farmers as a group to share traditions of the Japanese culture: I go to the Association to meet countrymen (P12)

Values of honesty, hard work, and perseverance: I educated Colombian workers little by little (P29)

Knowledge about the Japanese migration as a value: You should interview X, she knows a lot about Japanese migration (Field notes).
WORKS CITED

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- Carlos E. Ibarra: statistics.
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