

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

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**The 11th annual conference of the Japan Second Language Association**



Texas Linguistic Forum 54:139-171

Proceedings of the Nineteenth Annual Symposium About Language and Society – Austin

April 15-17, 2011

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# Colombia

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COSTA RICA

PANAMA

Caribbean Sea

0 200 Miles  
0 200 Kilometers

Santa Marta  
Barranquilla  
Cartagena  
Sincelejo  
Monteria  
Valledipar  
Pico Cristóbal Colón  
18,947 ft.  
(5775 m)  
Lago de Maracaibo

Bucaramanga  
Arauca  
Cúcuta  
Barrancabermeja  
Medellín  
Quibdó  
Cabo Corrientes  
Manizales  
Pereira  
Ibaque

VENEZUELA

Bogotá  
Tunja  
Villavicencio  
Cali  
Buenaventura  
Neiva  
Popayán  
Tumaco  
Pasto  
Florencia  
San José del Guaviare  
Mitú

Orinoco

PACIFIC OCEAN

ECUADOR

PERU

BRAZIL

84° W 80° W 76° W 72° W 68° W 64° W

Equator 0°

8° N

4° N

4° S



# ***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:**

- ❖ Hirabayashi (2000, 2002): The International Nikkei Research Project INRP
- ❖ Sanmiguel (2006), Japanese in Colombia

## **Acquisition of Articles:**

- ❖ García Mayo & Hawkins (2009), Ionin (2003), Wakabayashi & Hall (1997), Murphy (1997), Trademan (2002), Snape (2006)
- ❖ 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.**

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

# ***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

# *QUANTITATIVE ANALYSIS*

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.**

	<b>Singular</b>		<b>Plural</b>	
	<b>Feminine</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Masculine</b>
<b>Definite</b>	la	el	las	los
<b>Indefinite</b>	una	un	unas	unos

# ***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 phyolosophy of the Japanese people’

# *OMISSIONS*

## Family names

(3) **Pero vino otro de (..), Ø sobrina**  
But came other of nephew **de**  
**él, para llevárselo en**  
of him, for take.CL(DO).INF in  
**la noche.** (P6, JC)  
the night.

‘But other person came from... his nephew, to take him  
in the night’

# *OMISSIONS*

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

	Participant	Production	Omissions	Total	Omissions%
JC	6	72	341	413	82.566586
	7	115	269	341	78.8856305
	12	151	142	293	48.4641638
	13	28	98	126	77.7777778
	14	33	152	185	82.1621622
	29	53	259	312	83.0128205
	31	46	136	182	74.7252747
		498	1397	1852	75.4
NJC Beg	1	43	188	231	81.3852814
	10	86	135	222	60.8108108
	27	94	428	136	90.4411765
	11	13	123		
		236	874	589	75.7
NJC Int.	19	84	173	261	66.2835249
NJC Adv	3	192	84	276	30.4347826
	9	190	34	224	15.1785714
	18	76	87	163	53.3742331
	28	191	129	320	40.3125
		649	334	983	34

# *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**

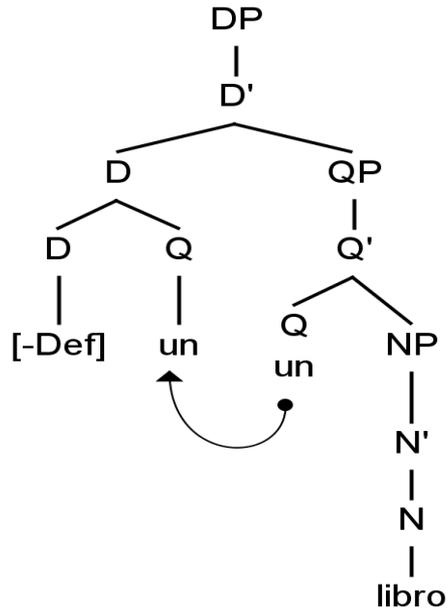
## ❖ Linguistic factors

- 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

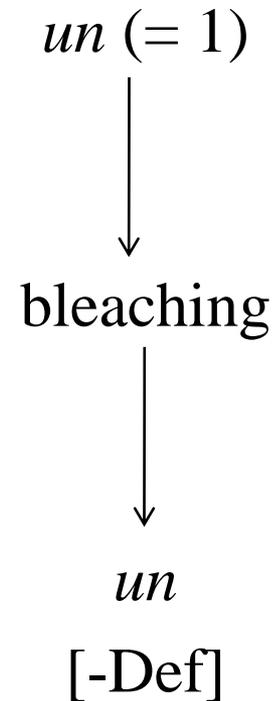
# ***THE PRODUCTION OF INDEFINITE ARTICLES***

**Work in progress**

## **Generative**



## **Functionalist**



**Table 4. *Distribution of determiners in the Japanese Community***

INDEFINITE ARTICLE		DEFINITE ARTICLE / DEMONSTRATIVE	
%	N	%	N
32.8	226	67.2	462
Total N 688			

**Table 5. *Linguistic factors in the production of indefinite articles among members of the JC . Non-significant results.***

	%	N	Weight
Number agreement			
Agreement	33.7	219	[.51]
Non-agreement noun	38.5	5	[.66]
Non-agreement referent	14.3	1	[.58]
No agreement	7.7	1	[.18]
Range			
Noun clause			
Presence	32.1	159	[.54]
Absence	34.7	67	[.48]
Range			

**Table 6. Linguistic factors in the production of indefinite articles among members of the JCSignificant results.**

	%	N	Weight
Number of reference			
Singular	34.9	217	.53
Plural	13.8	8	.20
Range			33
Specificity			
First mention-Specific	55.7	78	.82
Second mention-	4.4	12	.12
Specific			
Non-Specific	50.2	136	.78
Range			70
Case			
Accusative	44.1	63	.70
No link with a verb	35.4	64	.60
Dative	33.3	1	.51
Nominative	27	38	.50
Prepositional phrase	20.7	23	.38
Adverbial expression	33.3	36	.23
Range			47
Type of noun			
Quantity	46.8	74	.75
Animate	27.9	48	.43
Inanimate	29.6	103	.41
Range			34

Total Chi-square = 148.6035  
 Chi-square/cell = 1.1173  
 Log likelihood = -301.996

# ***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.

# ***SOCIAL IDENTITY***

- ❖ 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).

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# ***ACKNOWLEDGEMENTS***

- ❖ David Vásquez & Cindie Moore.
- ❖ Clara Inés Collazos: housing, transportation in field.
- ❖ The National Science Foundation / I-Cubed program.
- ❖ Asociación Colombo-Japonesa: facilities, recruitment.
- ❖ Ángela M. Collazos: transcriptions.
- ❖ Dr. Brian McWhinney: transcriptions.
- ❖ Carlos E. Ibarra: statistics.
- ❖ Dr. Ryo Hirabayashi
- ❖ Diego P. y Cabo, Petta-Gay Hannah, Jeanne Holcomb, and Dr. Ana de P. Pérez: collaboration in elaboration of materials.
- ❖ Diego P. y Cabo: collaboration in 8 of the 31 interviews, realization of 3 of them