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Examining the relationship between Ethnic Identity and Spanish-language media use among bilingual Hispanics, using the media gratifications and social identity theories

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EXAMINING THE RELATIONSHIP BETWEEN ETHNIC IDENTITY AND SPANISH-
LANGUAGE MEDIA USE AMONG BILINGUAL HISPANICS, USING THE MEDIA
GRATIFICATIONS AND SOCIAL IDENTITY THEORIES

A Thesis

by

ARMINDA MUNOZ

Submitted to the Graduate School of the
University of Texas – Pan American
In partial fulfillment of the requirements for the degree of

MASTER OF ARTS

August 2010

Major Subject: Communication

EXAMINING THE RELATIONSHIP BETWEEN ETHNIC IDENTITY AND SPANISH-
LANGUAGE MEDIA USE AMONG BILINGUAL HISPANICS, USING THE MEDIA
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August 2010

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ABSTRACT

Munoz, Arminda, Examining the Relationship between Ethnic Identity and Spanish-language Media Use among Bilingual Hispanics, Using the Media Gratifications and Social Identity Theories. Master of Arts (MA), August, 2010, 75 pp., 6 Tables, References 46 titles.

The purpose of this study is to examine the relationship between Ethnic Identity and Spanish-language media use among bilingual Hispanics following the Media Uses and Gratifications Theory. Participants in survey included 83 undergraduate university students enrolled in entry-level communication courses. Relationships between participants' bilingual skills, ethnic identity, Spanish-language media use and gratifications outcomes were examined. Research questions focused on participants' use of English and Spanish media use. Hypotheses focused on testing relationships between ethnicity, bilingual skills and media use. Results of the study are discussed. Conclusions, limitations and topics for further research are addressed.

DEDICATION

This thesis is dedicated to my children Basilio III and Lauren Bazan. These two young people motivated me to keep going and to keep learning.

I could not have attempted this endeavor without the support of my immediate family; I especially want to thank all family members who helped out with the babysitting while I researched: Virginia Leos-Bazan, Marcela Muñoz-Garza, San Juanita Olivares, and Irma Linda Bazan. The peace of mind all of you offered was immeasurable during those late night study sessions.

Last but certainly not least I want to express my gratitude to my committee chair and members for making my time at the Communications Department more rewarding than I ever thought possible. Dr. Gregory Selber, Dr. Petra Guerra and Dr. Timothy Mottet, I thank you for your patience, expertise and motivation. Thank you for believing in me.

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CHAPTER I

INTRODUCTION

The Rio Grande Valley, located in deep south Texas provides its residents with a unique setting for the blending of two languages; Spanish and English. This region made up of Starr, Hidalgo, Willacy and Cameron counties now tops the one million mark with 1,138,872 residents. According to the U.S. Census Bureau in 2008, 86 percent of Cameron County, 90 percent of Hidalgo County, 97 percent of Starr County and 86 percent of Willacy County are Hispanic. With Mexico just a few miles away, these Hispanics enjoy many of the cultural trappings of their country of origin with the Spanish language as the most obvious cultural identifier of the group (Shoemaker, Reese and Danielson, 1985). The availability of Spanish-language media have increased to meet the needs of this growing ethnic group, especially the non-English speaking Hispanics (Porter, 2003). According to the Pew Hispanic Center, Spanish-language media have recently reached several important milestones. In 2007, A.C. Nielsen, the national audience research firm, added the Hispanic audience to its general sample for the first time. Previously, the Hispanic audience and their viewing habits were measured separately, deemed as just a “minority” or “foreign language market.” (Rodriguez, 1997) However, Nielsen determined that the national television ratings were misleading by excluding this important audience group (Pew Hispanic Center). Also, Spanish broadcaster Univision recently earned the top primetime

Nielson ratings in Los Angeles, Miami and Dallas for adults 18 -34 during the February 2007 sweeps period. (Univision, 2008).

Spanish-language media ratings could continue to increase as Global Insight research predicts that the number of Hispanic households will double to 19.4 million by the year 2020 and that Spanish will be spoken in two-thirds of these households, about 42 million people (Porter, 2003). This Spanish-speaking bloc translates to an impressive consumer group. According to Hispanic Business, the current recession has not deterred the growth of Hispanic spending. Non-Hispanic consumer spending grew 2.9 percent in 2005 – 2008, compared to 6.4 percent during the same period for Hispanic consumers. This spending power is projected to reach \$1 trillion this year, (Singh, Baack, Pereira & Baack, 2008).

This thesis will explore how Spanish-speaking audiences use media to fulfill a socialization need in the United States. The Social Identity Theory (Ruggiero & Yang, 2005) stipulates that individuals formulate their self concept from social group membership. Ruggiero and Yang also describe ethnic identity as on facet of SIT that describes the “positive identification with indigenous cultural roots and with use of native tongue, within a larger societal and cultural framework.” (p. 1)

Following the Media Uses and Gratifications Theory (MUGT) and the Ethnic Identity Theory (EIT), this study will attempt to define how the use of Spanish-language media impacts the acculturation process among one of the largest minority groups in this country. Valdes (1995) describes acculturation as the process by which the newcomer’s culture intermingles with the culture of the host country and begins to adapt and assume qualities of that culture. When individuals first enter this country as immigrants, they bring their culture with them. This culture

encompasses all the “social institutions, traditions, values and beliefs,” of their group (Valdes 1995, p. 164).

Arjona (1998) identifies three subgroups within the Hispanic community. The first group uses Spanish as a primary language; the second group speaks some English but is more comfortable speaking Spanish; and the third group is fluent in both Spanish and English. It is this group that will be referred to as “bilingual” and is the focus of this study. Arjona’s research found that this bilingual group is the fastest growing group within the Hispanic community. According to Arjona, this group of bilingual Hispanics will soon reach 67 percent within the Hispanic market.

This study will attempt to follow the use of Spanish language media that includes radio, television programming, the internet and print media, such as newspapers and magazines. EIT and MUGT will examine how bilingual Hispanics continue to use Spanish language media formats for information gathering or entertainment purposes. According to Nielsen, San Francisco’s local Spanish news broadcast beat out the English language stations for the local 6 p.m. news among viewers ages 25 to 54 (Pew Hispanic Center). While it is obvious that the Hispanic audience and their use of Spanish language media are significant, that was not always the case.

Rodriguez (1997) examines the development of Spanish-language media in the United States. Hispanics living in the United States were typically not counted and therefore did not appear in the “U.S. commercial sphere” until 1927 when a small radio station began to broadcast in Spanish during the station’s “unsellable” time slot. This Spanish-language radio in California offered programming during off-hours in the mornings and quickly established an audience

among Mexican immigrant farm workers. Broadcasters translated advertisements from the general Anglo market. The Great Depression was the catalyst for mass Mexican immigrant deportations which later caused Spanish-language radio broadcasting to be banned in parts of the United States (Rodriguez, 1997). Broadcasters simply relocated to Mexico and continued broadcasting Spanish-language programming. In 1945, the first Spanish radio station was established in San Antonio, KCOR-AM. In an effort to show the general advertisers that the Spanish-speaking community was a viable market for their products, KCOR asked listeners to bring empty containers as proof of their purchases. After building a Mexican radio network in the 1930s and 1940s, Televisa founder, Emilio Azacarraga could not persuade U.S. networks to buy his programming; the U.S. networks simply did not see this as a lucrative business venture.

In 1961 Azacarraga founded the first U.S. Spanish language television stations, Spanish International Network (SIN) as an extension of his Mexican television network, Televisa. SIN, which would later be known as Univision, grew from two stations in Los Angeles and San Antonio to more than 300 by 1982. Today there are more than 1000 Univision affiliate stations. Rodriguez does point out that Spanish-language radio and television was concentrated predominately in the Southwest and California. According to the U.S. Census, Hispanics now make up 15.1 percent of the total U.S. population, about 45.4 million with 12.4 million in California, 8.6 in Texas and 3.8 in Florida.

In an effort to meet the needs of the growing Hispanic audience, English-language newspaper companies are following suit. With mainstream circulation dwindling, the Tribune Company, Belo Corporation and Knight-Ridder have invested millions in Spanish-language daily newspapers. New York, Chicago, Dallas-Ft. Worth, Ft. Lauderdale and Los Angeles publish Spanish-language dailies replacing the typical and ineffective weekly supplements

inserted in standard English-language newspapers (Porter, 2003). With the recent sagging economy to contend with, Tribune, the Chicago-based media conglomerate, sold New York's Spanish-language daily *Hoy* to Impremedia based out of New York City. *Hoy* once boasted a 91,000 daily circulation and now the free daily has tightened its circulation to 56,000 a day. Tribune also recently renamed its Monday-Friday Spanish-language paper in Chicago, *Excito!* to match its recent acquisition in New York. Chicago's *Hoy* boasts a daily circulation of 60,000 while Dallas' *Al Dia*, enjoys a circulation of 44,500 a day for its Monday-Saturday Spanish-language publication.

Spanish-language magazines have adopted a "transnational" approach in providing their Hispanic audience with Spanish language editions of U.S. magazines like Good Housekeeping and Cosmopolitan. Currently, Televisa also owns the Spanish language rights to Readers Digest, Popular Mechanics and Harper's Bazaar among others (Rodriguez, 1997). One of the newest entrants to the Spanish language magazine market is People En Español that was created in response to the 1995 special edition of the murder of the Mexican American pop singer Selena.

Spanish-language broadcasting is also in the midst of scrambling to satisfy the growing appetite for Spanish-language information. More visible than its print counterpart, the broadcasting industry has also emerged in response to the growing needs of the Hispanic market. Recognizing the meaning behind the numbers, English-language broadcasting giant NBC purchased Telemundo for \$2.7 billion in 2002. Univision also invested \$3.5 billion in the acquisition of the Hispanic Broadcasting Corporation, the nation's top Spanish-language radio. These investments are well worth it with the Hispanic advertising revenue projected to reach \$5.5 billion by 2010, according to Allied Media Corp. The Spanish-language broadcasting forerunner, Univision, now generates more than \$1 billion in annual revenues, with a

combination of cable, Galavision; music; and internet, Univision.com. Univision, Telemundo and TV Azteca are now well established in the Hispanic community and enjoying a large share of the Hispanic buying power. According to Allied Media Corp., Univision posted ad revenues of \$1.5 billion in 2005 with Telemundo trailing with \$746 million and TV Azteca at a distant third at \$23 million.

As the Hispanic audience's need and use of Spanish language media increases, corporate America is following the law of supply and demand. Fortune 500 companies spend a considerable amount of marketing dollars to tailor their marketing strategies to the needs of the Hispanic market. According to the Association of Hispanic Advertising Agencies, companies like Procter & Gamble Co., General Motors Corp., AT&T Inc., Ford Motor Co., and Verizon Communications, Inc. invested about half a billion dollars in the Hispanic market (Association of Hispanic Advertising Agencies, Right Spend Study, 2008).

As the Hispanic market is accounted for and Spanish-language media well-established, this study will attempt to determine if bilingual Hispanics continue to use this widely available resource. Shoemaker, et al. make a prediction in the early 1980s, "the proportion of Hispanics to Anglos may become large enough to obviate Hispanics' need to conform to the dominant culture...Such a shift would...be accompanied by an increase in the availability and use of Spanish-language mass media," (p. 762).

CHAPTER II

LITERATURE REVIEW

The core argument that is presented in this thesis is that there is a correlation between ethnic identity and Spanish-language media use among bilingual Hispanics. Also, the Media Uses and Gratifications Theory postulate that bilingual Hispanics will continue to use Spanish-language media if they seek to gratify cultural needs. The present argument will be supported by relevant research literature. The Media Uses and Gratifications Theory will be explored as well as previous studies dealing with Language and Spanish-Language Media Use. Pertinent research involving Ethnic Identity and Language is also included.

The Media Uses and Gratifications Theory

The Media Uses and Gratifications Theory (MUGT) shifts focus from the media to the audience. As first postulated by researcher Elihu Katz: “What does the audience do with the media?” replaced “What does the media do to the audience?” This theory proposes that the audience is not a passive entity that is influenced by the barrage of mass media. There is no mass audience, but distinct groups with diverse social, educational, and cultural backgrounds. This paper will explore how the bilingual Hispanic audience seeks out and chooses the media on the basis of their ethnicity.

Attempts to measure how the audience used the media originated as marketing research by Paul Lazarfeld who set out to measure the motivation behind radio use in the late 1930s, (Lazarfeld, 1937). Television use took center stage in the 1940s with Lazarfeld joining Frank Stanton in research pertaining to audience use of media content like game shows and soap operas, (Stanton, 1949). It was soon discovered that aside from the entertainment value of such programs, they also offered the audience support and advice. Newspaper use studies (Berelson,

1949) found that readers found a “sense of security, shared topics of conversation and a structure for daily routine.” p. 2

Mass media use was once again the focus during the Roosevelt 1940 presidential election. Studies attempted to pinpoint how the media was utilized among voters. While the media’s influence played a minimal role among voters, this led researchers to rethink the idea of audience makeup (Lazarsfeld, 1940).

Psychologist H. Herzog first coined the word “gratifications,” as a means of categorizing the audiences’ use and need for certain media content. Stanton (1949) makes a remarkable observation: “television programming, to be successful, must obviously be geared to what the American people want...not necessarily what the audience will take, or what it has now but what it wants. And I imagine these wants will become increasingly clear, since the public is nothing if not definite about what it likes and dislikes,” (pg. 224).

Media use as an escape was researched by Katz and Foulkes in 1962. Psychological drives such as loneliness and alienation motivated media exposure, the extent of this exposure, the context in which this exposure occurred and the content of the media. In 1964, Medelsohn categorized eight general uses of radio: “companionship; bracketing the day; changing moods; counteracting loneliness or boredom; providing useful news and information; allowing vicarious participation in events; and aiding social interaction.” (Ruggiero 2000, pg. 5)

It was in the 1970s when MUGT began to develop as its own field of study. Katz and his colleagues were instrumental in laying the framework to MUGT that can still be applied to the new media today.

Katz, along with Gurevitch and Haas, (1973) first developed a list of needs of the media and categorized them into five distinct areas such as: cognitive needs, including acquiring information, knowledge and understanding; affective needs, including emotion, pleasure, feelings; personal integrative needs, including credibility, stability, status; social integrative needs, including interacting with family and friends; and tension release needs, including escape

and diversion. They also established that the audience was aware of its own needs and had different motivations for the use of particular media content. Katz et al. found that newspapers followed by radio and television served the needs of those who claimed that matters of state and society were important to them. Films, television and books served those who wanted to enjoy themselves, while television served those who wanted to “kill time.” Films and television also helped maintain friendship and family solidarity and newspapers and books served to provide topics of conversation.

Katz, Blumler and Gurevitch (1974) previous research and developed a uses and gratifications model. The model follows five major assumptions:

- 1.) The audience is conceived of as active...an important part of mass media use is assumed to be goal directed....
- 2.) In the mass communication process much initiative in linking need and gratification and media choice lies with the audience member...
- 3.) The media compete with other sources of need satisfaction. The needs served by mass communication constitute but a segment of the wider range of human needs, and the degree to which they can be adequately met through mass media consumption certainly varies...
- 4.) ...Many of the goals of mass media use can be derived from data supplied by individual audience members themselves...people are sufficiently self-aware to be able to report their interests and motives...when confronted with them in an intelligible and familiar verbal formulation.
- 5.) Value judgments about the cultural significance of mass communication should be suspended while audience orientations are explored on their own terms. pp 21-22

In 1983, researcher Denis McQuail developed several dimensions for media use: information; personal identity integration and social interaction; and entertainment. Palmgreen and Rayburn (1985) compare different gratifications models in an attempt to operationalize the concept of “media satisfaction” with television news. Researchers make the distinction between “gratifications obtained” and media satisfaction noting that the gratifications “value” obtained is not necessarily a positive one. Previous extensive television viewing research concluded that the

audience does not always get what they want and that different levels of gratification exist. Palmgreen and Rayburn found that models measuring “gratifications obtained” were strongly related to “media satisfaction” than “gratifications sought” models and suggest using a combination of different model would be using in explaining and predicting media satisfaction. Overall, this comparison study served to identify the strengths and weakness of different gratification models.

There is little research that utilizes MUGT to predict the use of Spanish language media among this country’s largest minority group. MUGT best describes how non-English speaking Hispanics actively seek out and use Spanish-language media to meet “social integrative needs,” in this country. This study hopes to find evidence that bilingual Hispanics, who have the option to use English-language media, will continue to use Spanish-language in an effort to satisfy cultural needs.

Language and Spanish Language Media Use

This study will focus on bilingual Hispanics and their use of Spanish-language media. Fishman (1965) points out the difficulty in measuring of the different components of bilingualism and examines its different dimensions. Previous research found that linguists, educators, psychologists and sociologists have attempted to measure several aspects of multilingualism. Fishman finds that bilingualism varies depending on the setting of language use and identifies three categories of this variance. Media variance deals with writing, reading and speaking the language; role variance describes inner speech and comprehension and production; and situational variance, which pertains to the formal, informal, semi-formal and intimate settings.

Since Spanish-language media utilizes the media and role variance of bilingualism; these will be utilized for the purpose of this study. Fishman cautions that the “degree of bilingualism may be quite different in these very different media,” (p. 229). Fishman concludes that “every natural bilingual population makes differential use of its several languages and this differential use both serves to integrate the society as well as to preserve its bilingualism,” (p. 237).

Bixler-Marquez (1985) research indicates that mass media are of tremendous importance to both the maintenance of the minority language and to the resistance of language shift. The growth and expansion of Spanish-language media has certainly enabled the continual use of the Spanish-language among bilingual Hispanics. Suvervi-Velez (1984) studies the impact of Spanish-language newspapers in the political sphere and follows the 1984 election coverage of several metropolitan papers. His findings revealed that these newspapers tended to favor the Republican Party and were far more partisan than their English-language newspaper counterparts.

The majority of the existing research pertaining to Spanish-language media use focuses on consumer behavior and advertising. The Hispanic study groups are usually divided into three subgroups classifying them by language preference as primarily Spanish speaking, bilingual and primarily English speaking (Deshpande et al. 1986, Rios & Gaines, 1998, Villarreal & Peterson, 2008). Language usage is continually measured and noted as a predictor of acculturation with findings indicating that the less Spanish a person spoke, the more acculturated that person had become.

Burnam, Telles, Hough and Escobar (1987) attempt to measure acculturation using the Acculturation Rating Scale for Mexican Americans. Spanish language use and Spanish language media use were utilized as indicators. Burnam and colleagues found that first generation males

acculturated faster than older females. Educational and employment experiences were attributed to the different acculturation rates.

Other studies also attempt to establish a connection between acculturation and language use. Penaloza (1994) examined the buying trends of Mexican immigrants in an effort to determine the acculturation process. Previous research indicated that Spanish-speaking Mexican-Americans preferred to shop where Spanish was spoken. Penaloza found a connection between individual differences and consumer acculturation outcomes. Age, social status, rural/urban residence, gender, work status and length of stay in the United States impacted consumer acculturation rates. For example, younger subjects adapted quicker to American products than older ones who were already “set in their ways.” Also, age was a factor in English language acquisition with older adults having more trouble learning a new language. The ability to assimilate, maintain, resist or segregate themselves from the U.S. depended largely on how accessible American products were available to Hispanics. As stated previously, acculturation is the absorption of the dominant culture into the culture of origin. It can be concluded that Hispanics that speak both English and Spanish are part of the on-going acculturation process. Since these bilingual Hispanics can use both languages, a strong ethnic identity predicts that Spanish language media will be used by this group.

Aguirre (1988) examined Spanish language use in the household and Spanish language media use. His research examined the television viewing habits of Mexican American adults and children. Aguirre concluded that generational presence in the United States was a factor in the use of Spanish language media; the use of Spanish language media decreased by each generation. Koslow, Shamdasani and Touchstone (1994) examined the effects of Spanish language advertising. Their findings suggested that Hispanics responded favorably to Spanish

language advertising, as long as it was sensitive to the Hispanic culture. Apparently, Hispanics perceived “the choice and use of Spanish in the advertisements an indicator of the advertiser’s respect for the Hispanic culture and desire to break down cultural barriers through reduction of linguistic dissimilarities,” (p. 576). Koslow, et al. also identified a language-related inferiority complex among some Hispanics. Researchers did find that “among Hispanic consumers, greater Spanish usage in advertising is associated negatively with affect toward advertisement when Hispanic consumers do not attribute increased Spanish usage to the perceived cultural sensitivity of the advertiser, (p. 577).

Santiago (1999) addresses the importance of Spanish language media and advertising. The best way for businesses and organizations to reach the Hispanic market is to “use media that honors and embraces diversity.” With the ends being about making a sale, corporate America follows the simple premise: mass media marketing is employed to “reach, affect, alter or sustain behaviors about a certain product through advertising.”

Ethnic Identity and Language

Deshpande, Hoyer and Donthu (1986) note that previous studies used different factors to measure ethnic identity such as Spanish surname, country of origin, paternal ancestry and Spanish spoken at home. They established that the use of Spanish provides a common bond and helps reinforce Hispanic values and beliefs. Through their research, they developed a system categorizing Hispanics into two groups: strong Hispanic identifiers and weak Hispanic identifiers. In this study, subjects that self-reported their identification with their ethnic group as “very strongly” or “strongly” were categorized as strong Hispanic identifiers. Those who did not self report their ethnic identification as “strong” were classified as weak Hispanic identifiers. Deshpande, Hoyer and Donthu were able to conclude that strong Hispanic identifiers were more

likely to use Spanish language media than weak Hispanic identifiers. However, Spanish language media use was not the focus of this study which set out to measure the intensity of ethnic affiliation among Hispanics as consumers. Findings indicated that strong Hispanic identifiers exhibited more brand loyalty and were likely to buy brands that advertised to their ethnic group than weak Hispanic identifiers.

Phinney (1992) developed a Multigroup Ethnic Identity measurement scale to compare similar characteristics prevalent across different ethnic groups. Previous research indicated that while ethnic groups shared several components of ethnic identity such as “self identification, language, social networks, religious affiliation, endogamy, positive attitudes and many cultural traditions and practices;” (p. 157) these factors varied in significance across groups. Language was noted to be of particular importance among Mexican Americans. However, because language use was not a prevalent factor among other ethnic groups such as African Americans, Jewish Americans or Greek Americans etc., it was not utilized as part of the general measurement scale. This study served to formulate an ethnic identity scale that could be used with all ethnic groups following the premise that “the sense of identification with, or belonging to, one’s own group is common to all human beings,” (p.158). Phinney also stipulates that ethnic identity is an on-going process and likens it to ego identity suggesting that is the crucial development period is adolescence. Focusing on high school and college students, Phinney administered questionnaire and subjects indicating “low interest, awareness and little clarity concerning one’s ethnicity” were deemed as exhibiting ethnic identity diffusion (low score). The opposite indicated ethnic identity achievement (high score). Asian- American, African-American and Hispanic students had higher ethnic identity scores than White students. Phinney found a correlation between self-esteem and ethnic identity among the minority groups; high

self-esteem scores resulted in high ethnic identity scores. White students did not make this connection. Overall, the Multigroup Ethnic Identity measurement scale was deemed reliable.

Affiliation to one's culture or ethnic identity may contribute to Spanish-language media use preference for cultural maintenance (Rios and Gaines, 1998). Cultural maintenance was described as a "cultural phenomena with regard to keeping ethnic group cultural distinctiveness," and it was proposed that Latinos seek out media to "satisfy special ethnic group-based, cultural needs or goals." Rios and Gaines (1998) grouped Hispanics as either predominately Latino heritage, bicultural or low Latino heritage based on responses to nine different factors: (1) attitudes toward Spanish, (2) Spanish-language ability in reading and aural understanding, (3) English-language ability in reading and aural understanding, (4) knowledge-information regarding bilingual education, (5) degree of identification with the Latino culture group, (6) exposure to Spanish-language television, (7) exposure to general market television, (8) exposure to newspapers (Spanish or general market), and (9) exposure to radio (Spanish or general market). The first five factors were grouped as individual difference characteristics and that latter four fell under the media-related purposes for use category. These researchers focused on the type of media used by each group and found that predominant Latino heritage persons tended to prefer Spanish language television as opposed to Spanish language radio. Findings were also broken down by gender, but no significant differences were noted in media use between men and women.

The abundance of research examines various aspects of ethnic identity and Spanish-language media use; however, uses and gratifications is limited. This study will combine Ethnic Identity Theory and Uses and Gratifications Theory to attempt to establish a correlation to Spanish-language media use. Previous research has grouped Hispanics by acculturation and

ethnic identity measures. The degree of acculturation has been measured by Spanish-language use and consumer behavior. Ethnicity varies and studies indicate that Hispanics exhibit either high, low or moderate levels of affiliation to their ethnic identity. Different degrees of bilingualism exist and it also varies among Hispanics. Previous research has continuously grouped Hispanics by their Spanish and English speaking abilities as well.

Spanish-language media has grown considerably and now enjoys a foothold in this country. As Hispanic population numbers continue to grow, this group stands to remain a formidable market for cooperate America. Simple translations from Spanish to English do not always work and cultural factors are now taken into consideration when advertising and marketing to Hispanics. While the use of Spanish-language media may be the only recourse for non-English speaking Hispanics, this study will attempt to examine how and why bilingual Hispanics use this widely-available resource.

Rationale for Research Question and Hypotheses

This study will focus on bilingual Hispanics to help answer the following Research Question: What is the relationship between ethnic identity and English-language media use?

This serves to establish whether the participants in this study are media users. Since this study focuses on the correlation between between ethnic identity and Spanish-language media, a coorelation for English-language use was needed.

H1: Ethnic identity is positively correlated with the frequency of Spanish-language media use.

Rugerrio and Yang (2005) describe ethnic identity as a positive identification with cultural roots and native language. Previous researchers have also used the use of Spanish as an indicator of ethnicity among Hispanics, (Shoemaker et al. 1980; Bixler-Marquez, 1985; Burnam, 1987; Arjona, 1998). These studies would indicate that the following hypothesis to be supported.

H2: Bilingualism is positively related to the frequency of Spanish-language media use.

This study also will explore the premise that when bilingual Hispanics are “gratified” with Spanish-language media, they will continue to seek it out and use it. Following Katz et. al. research (1974), audience social integration needs can be served by mass media. The following hypothesis should be supported:

H3: Participants’ media gratifications will be positively related to the frequency of Spanish-language media use.

This study hopes to track the future of Spanish-language media use among bilingual Hispanics. Ethnic identity and bilingualism are key factors that contribute to the continued use of this medium. Bilingual Hispanics with a strong sense of ethnic identity will find that Spanish-language media reinforces these cultural ties and this gratification will lead to its continual use.

This next chapter will provided means by which these research questions and hypotheses will be tested. The description of participants, survey instrumentation and subsequent analysis will be discussed.

CHAPTER III

METHODOLOGY

This chapter examines the methodology that was used to test the research questions and hypotheses presented in this study.

Sample

Because this study attempts to find a relationship between ethnic identity and Spanish-language media use, it is required that the participants for this study speak Spanish. These bilingual participants were selected at random from introductory communication classes in a south Texas university. A convenience sample of 87 students was used. The sample was selected from several presentational speaking classes since this undergraduate communication course includes students from all majors. Four participants were excluded and a total of 83 students were used with 47 percent ($n = 39$) being male and 44 percent ($n = 44$) being female. Ages ranged from 19 to 41 years of age.

Procedures and Instrumentation

Students were read a scripted consent statement advising them that their participation was voluntary. They were also instructed that they could skip any question they did not want to answer. Students were then asked to complete a 49-item questionnaire. The questionnaire was made up of four scales used to measure ethnic identity, media use, media gratification, and bilingual competency. Demographic information pertaining to students' age, sex, and generational presence in the U.S. was also included.

Instrumentation

Participants were asked to complete a four-part questionnaire: ethnic identification, gratifications, bilingualism, and media frequency.

Ethnic identification. The Ethnic Identity Scale was developed by Phinney (1992) as part of a multigroup ethnic study that assessed ethnic attitudes and behaviors. The overall reliability coefficient was .90 for the college sample and .81 for the high school sample. This 12-item scale included questions such as, “I have a strong sense of belonging with my ethnic group,” and “I feel good about my cultural or ethnic background.” Participants’ responses ranged from 5 (always) to 1 (never). This study’s measure yielded a mean of 44.81 ($SD = 9.64$), range of 12 – 60 with a 36 midpoint, and a Cronbach alpha of .90.

Gratifications. The Media Uses and Gratifications Scale was developed by Rubin (1987). Researchers examined audience viewing motives and gratifications sought using scales to measure surveillance, escapism, and entertainment components. The overall reliability coefficients were .78. This scale was slightly modified to focus Spanish-language media. The 15-item Likert-type scale asked participants questions, such as, “I use Spanish media to keep up with current events,” and “I use Spanish media because it is often entertaining.” Responses were measured from 5 (always) to 1 (never). The Media Use and Gratifications measure yielded a mean of 33.36 ($SD = 17.19$), range of 15 – 75 with a midpoint of 45, and a Cronbach alpha of .98.

Bilingualism. The Bilingualism scale was developed for this study based on language maintenance and language acquisition research by Fishman (1965). This scale measures the four domains of language behavior (reading, writing, thinking, speaking) established by Fishman. The

8-item scale asked participants questions, such as “I speak Spanish,” and “I read Spanish.” Participants were asked to self-assess their bilingual communication skills and give a grade to their fluency in Spanish and English. This self –assessment scale followed the typical grading system familiar to students. The letter grade “A” represented a 90 to 100 percent mastery of the language; the letter grade “B” represented an 80 to 89 percent mastery; the letter grade “C” represented a 70 to 79 percent mastery; the letter grade “D” represented 60 to 69 percent mastery of the language; and the letter grade “F” represented minimal mastery of the language. For the purpose of this study, participants with grades A – C were considered bilingual. The Bilingual Assessment yielded a mean of 14.92 ($SD = 5.51$), range 8 – 40 with a 24 mid point, and a Cronbach alpha of .74 for this study.

Media frequency. The Media Use Frequency Scale was developed for this study in an effort to measure participants’ media use. The measure included a 10-item scale that asked participants the frequency that they used Spanish or English radio, television, etc. Participants were asked how many days a week they used a certain type of media including newspaper, magazine, television, radio, and Internet. The Media Use Frequency measure yielded a mean of 30.55 ($SD = 9.64$), range 0 – 70 with a 35 mid point, and a Cronbach alpha of .66.

This scale included two sub-factors – the English media use frequency scale and the Spanish media use frequency scale. The English media use frequency measure, (questionnaire items 20, 22, 24, 26, 28) yielded a mean of 21.77 ($SD = 6.00$), range 0 – 35 with a 17.5 mid point, and Cronbach alpha of .60. The Spanish media frequency scale, (questionnaire items 21, 23, 25, 27, 29) yielded a mean of 8.78 ($SD = 9.02$), range 0 – 35 with a 17.5 mid point, and Cronbach alpha of .88. Table 1 illustrates means, standard deviations and range for all measurements.

Data Analysis

The data were analyzed using a correlational analysis with Pearson one-tailed correlations. Because this study used correlational analysis, cause and effect cannot be justified.

Table 1

Means, Standard Deviations, Ranges, and Reliabilities for all Scales

	Mean	Standard Deviation	Range (min-max)	Alpha
Media Use and Gratifications	33.46	17.19	15 - 75	.98
Media Frequency	30.55	9.64	0 - 70	.66
Spanish	8.78	9.02	0 - 35	.88
English	21.77	6.00	0 - 35	.60
Ethnic Identity	44.81	9.64	12 - 60	.90
Bilingual Assessment	14.92	5.51	8 - 40	.74

CHAPTER IV

RESULTS

This chapter reviews the results that tested the research question and hypotheses.

All correlations that support the below research question and hypotheses are reflected in Table 2.

Table 2

Correlations

	Media Gratifications	Frequency	S Frequency	E Frequency	Ethnic Identity	Bilingual
Media Gratifications						
Pearson Correlation	1	.579**	.764**	-.219*	.373**	-.532**
Sig. (1 tailed)		.000	.000	.024	.000	.000
N	83	83	83	83	83	83
Frequency						
Pearson Correlation	.579**	1	.795**	.412**	.134	-.301**
Sig. (1 tailed)	.000		.000	.000	.114	.003
N	83	83	83	83	83	83
S Frequency						
Pearson Correlation	.764**	.795**	1	-.226*	.237*	-.446**
Sig. (1 tailed)	.000	.000		.020	.015	.000
N	83	83	83	83	83	83
E Frequency						
Pearson Correlation	-.219*	.412**	-.226*	1	-.142	.187*
Sig. (1 tailed)	.024	.000	.020		.100	.046
N	83	83	83	83	83	83
Ethnic Identity						
Pearson Correlation	.373**	.134	.237*	-.142	1	-.373**
Sig. (1 tailed)		.114	.015	.100		.000
N	83	83	83	83	83	83
Bilingual						
Pearson Correlation	-.532**	-.301**	-.446**	.187*	-.373**	1
Sig. (1 tailed)	.000	.003	.000	.046	.000	
N	83	83	83	83	83	83

** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

The research question inquired about the relationship between ethnic identity and the frequency of English-language media use. The data suggest that ethnic identity is unrelated to the frequency of English-language media use [$r(83) = -.14, p > .05$]. The sample population was questioned about English-language media use as it pertains to newspapers, television, radio and internet use and results did not indicate a positive correlation. This study demonstrates that ethnic identity does not influence the use of English-language media.

The first hypothesis predicted that ethnic identity is positively related with the frequency of Spanish-language media use. The data support a positive relationship between ethnic identity and the frequency of Spanish-language media [$r(83) = .24, p < .05, r^2 = .07$]. This suggests that as ethnic identity increases, so does the frequency of Spanish-language media, with a 7% of the variance in Spanish-language use attributable to ethnic identity.

The second hypothesis predicted that bilingualism would be positively correlated with Spanish-language media use. Data do not support this hypothesis [$r(83) = -.45, p > .05$]. Results suggest that the sample population in this study does not use Spanish-language media in relation to their Spanish speaking capabilities.

The third hypothesis predicted that media gratifications will indicate a positive relationship with the frequency of Spanish-language media use. The data support this hypothesis, [$r(83) = .76, p < .05, r^2 = .58$]. This indicates that as media gratifications increase, so does the frequency of Spanish-language media use with 58% of the variance in Spanish-language use attributable to media gratifications.

CHAPTER V

DISCUSSION

The ultimate goal of this research was to analyze the use of Spanish-language media in the Rio Grande Valley. This study targets bilingual Hispanics in an effort to determine whether Spanish-language media use continues among this group. Previous research dedicated to the media habits of Spanish-speaking populations in the United States have centered on urban areas (Aguirre, 1988, Rios & Gaines, 1998). This study focused on Spanish-language media use among Hispanics living in communities less than 30 miles from the Mexican border. It is clear that the Hispanic population will continue to increase in the United States as well as in the RGV and Spanish-language media will follow suit. It is also apparent that Spanish-language media has a permanent niche in this area and as the Hispanic population continues to surpass political, social and economic milestones so will Spanish-language media. While Spanish-language media continues to grow in the United States and the RGV, how will local universities respond to need for Spanish-speaking reporters, broadcasters and media producers. This study also served to help determine whether there is a need for Spanish courses within communications departments universities in the RGV.

Conclusions

This present study did find evidence that bilingual Hispanics use Spanish-language media for varying reasons. Also, four main conclusions were yielded from this study. The first conclusion is that bilingualism does not contribute to ethnic identity or Spanish-language media use in the population used for this study. Previous research (Penaloza, 1994, Rios & Gaines,

1998, Villarreal & Peterson, 2008) suggests a correlation between Spanish use and Spanish-language media use. These studies indicated prevalent Spanish-language media use among Spanish-speaking Hispanics. Bixler-Marquez (1985) found that the use of Spanish-language media contributed to language maintenance and to language shift resistance. Also, Spanish-speaking ability is a major component of ethnic affiliation studies among Hispanics, (Deshpande et al. 1986, Phinney, 1992). Ethnic identity is a facet of the Social Identity Theory that postulates a positive association with cultural and language roots within a larger group, (Ruggiero & Yang, 2005). The results of this study indicate that the ability to speak both English and Spanish did not contribute to a preference to using Spanish-language media. Previous research does indicate that bilingual Hispanics are in the midst of acculturation and a language shift (Penaloza, 1994). The sample population may be transitioning from bilingual to primarily English-language use.

Because the sample used for this study consisted of college students, a population with a greater diversity in age and educational levels could have produced different results. An older bilingual population may have had more exposure to Spanish-language media and therefore; would continue to use it.

The bilingual assessment instrument used in this study may not have provided adequate results. Participants were asked to assess their Spanish and English communication skills based on their own perception of how well they mastered thinking, reading, writing and reading in Spanish. Participants may have been more “bilingual” than they gave themselves credit for, or less “bilingual.” This study followed Fishman (1965) bilingual self-assessment scale; however, an actual bilingual test may have yielded different results. Also, participants were not asked which language they learned to speak first or which language was spoken at home; this may have

influenced the participants' assessment of their bilingualism. Fishman does point out that the degree of bilingualism varies by writing, reading and speaking of the language. Other considerations that go beyond the data would be to look at content preference within the Spanish-language media. It could be that the participants of this study prefer to listen to Spanish music or watch Spanish-language soap operas rather than read or watch Spanish news.

The second conclusion yielded from this study is that ethnic identity can predict the use of Spanish-language media. Other researchers have concluded that ethnic identity is a major contributor to Spanish-language media use and the results for this study reinforce those findings. Their research concluded that Hispanics rely on the Spanish language for cultural maintenance and as a cultural identifier (Deshpande et al., 1986, Phinney, 1992, and Rios & Gaines, 1998). For this study, ethnic identity was measured using the Multigroup Ethnic Identity measurement scale developed by Phinney (1992). This scale measured the participants' "positive association with cultural roots" as it pertained to Hispanic history, traditions, customs, practices, such as special foods and music. Participants indicated close ties to their ethnic group regardless of whether they felt they had a command of the Spanish language. More research is needed to determine what role bilingualism plays in a Hispanic's perception of ethnicity.

The third conclusion of this research is that the Media Uses and Gratifications theory can be used to predict Spanish-language media use among the sample used for this study. This theory stipulates that if bilingual Hispanics find cultural gratification with Spanish-language media, they will continue to seek it out and use it. Following Katz et al. (1974) research, participants in this study represent an audience that is a "distinct group with diverse social, educational and cultural backgrounds." This study provided evidence that this group actively seeks out Spanish-language media to meet social integration needs.

However, the availability of Spanish-language media could have influenced results. Participants may have felt they compelled to listen to Spanish radio or watch Spanish television if that was what was available for them growing up, for example. This study concentrated on Spanish-media use frequency and gratifications as measured by Rubin (1987). Participants were asked how many times a week they used a particular medium; such as television and radio. The survey did not ask why participants used Spanish radio instead of English radio for instance. More research is needed to better understand the circumstances in which a Spanish-language media is preferred over its English counterpart.

The fourth conclusion yielded from this study is that the proximity to Mexico may be a substantial contributing factor in the use of Spanish-language media among bilingual Hispanics. The sample for this study was selected from a south Texas university with a predominately Hispanic population, located less than 30 miles from the U.S. - Mexican border. The RGV is isolated from highly urbanized centers and is populated by a Hispanic majority and it is this geographical location and demographic makeup that may be affecting bilingualism, ethnic identity and even why gratifications are derived from Spanish-language media.

Because Hispanics are the majority in the RGV, there is no “foreign” dominant culture. And although Hispanics are becoming acculturated to the U.S. (Valdes, 1995), the Hispanic culture is still prevalent. This provides a unique setting for the mixing of English language with the Spanish language from across the border. This mixture known as Tex-Mex or Spanglish, converts words or phrases to sound like the other language, typically English to Spanish. Other considerations that go beyond the scope of this study is to determine how Tex-Mex or Spanglish influences bilingualism. It could be that participants of this study are Tex-Mex users and not true bilinguals.

Also, the sense of ethnic identity among Hispanics in the RGV may vary from Hispanics who live in an area where the majority is of a different culture. According to Valdes (1995) acculturation to the dominant culture lessens the Hispanic's need for their culture of origin.

Also, there may be some negativity associated with ethnic identity as bilingual Hispanics may try to distance themselves from cultural trappings of their culture of origin in places where the Hispanic culture is not dominant. However, it seems the opposite may be true. The availability of Spanish-language media and the demographic makeup of the RGV could contribute to ethnic affiliation. The presence of the Spanish language through the media may reinforce ethnic identity. This notion runs contrary to the Uses and Gratifications Theory in which Spanish-language media may be influencing this audience instead of the audience influencing the media. More research is needed to determine how the physical proximity to Mexico affects media use, ethnic identity and language use.

Limitations

While the outcome of this study provided useful information pertaining to the relationships between ethnic identity and uses and gratifications theories, several limitations were encountered throughout the study. First, a larger sample and makeup may have offered different results. Also, demographic information did not provide a clear picture of the participants taking part in this study.

The first limitation was the sample size. The convenience sampling may not have been of adequate size and more participants may have had a significant impact on the outcome of this study. By focusing on bilingual Hispanics, this study was unable to include a cross examination of different ethnic makeup and media preference and use. Hence, there was no comparison group.

Lastly, participants were not asked to describe their ethnicity as Mexican-American, they were, however, asked to describe their generational presence in the United States. The survey did not ask participants whether they were Caucasian, African-American or any other ethnic group. Participants who did not answer this question were excluded from the sample.

Direction for future study

A follow-up study could take the opposite approach and attempt to find subjects who use Spanish-language media on a regular basis and determine how and why this medium is utilized. Also, a qualitative study could follow the media habits of bilingual Hispanics with an emphasis on medium and genre. The Uses and Gratifications Theory could be further explored to focus on Spanish-language media use in a sampling outside a university setting. The media are also changing, the traditional newspaper is evolving as the internet and social media like twitter and Facebook become the mainstream. More research is needed to determine whether the use of these mediums is replacing the mediums used for this study and how language influences their use.

This study examined the Spanish-language media use habits of bilingual Hispanics using a convenience sampling from a south Texas university. Scales were used to measure bilingual skills, ethnic identity, Spanish-language media use and gratifications among participants. Following the Ethnic Identity Theory and the Uses and Gratifications Theory, several hypotheses were formulated to test relationships between ethnicity, bilingual skills and media use. Results were mixed.

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APPENDIX A

APPENDIX A

POST-HOC ANALYSIS

Researchers have categorized Hispanics into subgroups that describe the intensity of ethnic identity or cultural orientation (Deshpande et al., 1986; Koslow et al., 1994; Stilling, 1996; Rios and Gaines, 1999; Villarreal, 2008). Audience clusters have been formulated based on either “weak” or “strong” Hispanic identification (Deshpande et al., 1986). The level of Spanish dominance among Hispanics has also been studied as part of acculturation research (Burnam et al., 1987; Aguirre, 1988; Penaloza, 1994; Stilling, 1996; Rodriguez, 2001). Spanish language use and preference was typically described as all Spanish, Spanish and English or no Spanish. Greenberg et al. (1983) Stilling (1986) and Villarreal (2008) have also categorized media use among Hispanics as either “heavy” or “light.”

Descriptive Additional Data Analyses

Ethnic identity

The Ethnic Identity Scale had a range of 12 – 60 with a mid-point of 28. Participants with scores in the 12 – 28 range were classified as having Low Ethnic Identity and those with scores in the 29 – 60 range were classified as having High Ethnic Identity. Five subjects were identified as having a Low Ethnic Identity and 78 subjects had High Ethnic Identity; six percent and 94 percent, respectively.

Bilingualism

The bilingual scale had a range of 8 – 40 with a mid-point of 24. Participants assessed their Spanish and English language skills and graded themselves accordingly. The range and mid-

point of the Bilingual Scale were adjusted to reflect this measurement. Participants scoring 8 – 16 were considered as having High Bilingual skills and those scoring 17 – 40 were considered as having Low Bilingual skills. Fifty-four participants or 65.1 percent received High Bilingual scores and 28 or 33.7 percent received Low Bilingual scores.

Media uses and gratifications

The Media Uses and Gratifications Scale had a range of 15 – 75 with a mid-point of 45. Scores that fell within the 15 – 45 range were considered Low Media Use Gratifications scores and scores within the 46 – 75 range were considered High Media Use Gratifications scores. Twenty-one participants or 25.3 percent received High scores and 62 or 75.3 percent received Low scores.

Media frequency

The Media Use Frequency Scale had a range of 0 – 70 with a mid-point of 35. This scale was also modified for the purpose of this study. This 10-item scale asked participants how many times a week they used a certain type of medium; television, radio, etc. Subjects who responded that they used a particular medium for three times a week or more were considered frequent users. Participants who scored between 0 - 29 were considered Low Media Users and those scoring within the 30 – 70 range were considered High Media Users. Of those participating in this study, 37 subjects received Low scores and 46 received High Scores, or 44.6 and 55.4 percent respectively. This scale was broken down into two sub-scales: an English Media Use and Spanish Media Use frequency scales. Participants scoring 0 – 14 were considered Low Users and those scoring 15 – 35 were considered High Users. Sixty subjects were identified as being Low Spanish Media Users and 23 were identified as High Spanish Media Users or 72.3

and 27.7 percent respectively. Only 8 subjects were identified as Low English Media Users and 75 were identified as High English Media Users or 9.6 and 90.4 percent respectively.

Table 3 illustrates these findings.

Table 3

Overall Scores

	Ethnic Identity Scores	Bilingual Skills Scores	Media Uses & Gratifications Scores	Media Use Frequency
High	78	54	21	37 (E) 75 (S) 23
Low	5	28	62	46 (E) 8 (S) 60

Results were mixed. Data collected from the sample population offered different outcomes.

Research Question

The Research Question examines the relationship between ethnic identity and English-language media use. Ethnic Identity scores were cross-tabulated with English-language media use to find the following results: five participants scored Low on the Ethnic Identity and English-language media use scales, eight participants with High Ethnic Identity scores also scored Low in the English-language media use scales, and 70 participants scored High on the Ethnic Identity and English-language media use scales. There were no participants in the Low Ethnic Identity and Low English-language media use categories. Results appear on Table four.

Table 4

Research Question Results

	High Frequency	Low Frequency
High Ethnic Identity	70	8
Low Ethnic Identity	8	

These data was used to compare the frequency in which media was used among the participants in this study. The majority of the participants with High Ethnic Identity Scores were also High media users.

Hypothesis 1

Hypothesis 1 examines the relationship between Ethnic Identity and Spanish-language media use. The sample population did not yield a positive correlation between Ethnic Identity and Spanish-language media use; 22 participants scored High on both Ethnic Identity and Spanish-language media use scales, compared to 56 High Ethnic Identity participants who scored Low on the Spanish-language media use scale.

Hypothesis 2

Hypothesis 2 examines the correlation between bilingualism and Spanish-language media use. The sample population did not yield a positive correlation between Bilingualism and Spanish-language media use; 21 participants scored High on the Bilingual and Spanish-language scale, compared to 33 participants who scored High on both the Bilingual and Low on Spanish-language media use scales.

Hypothesis 3

Hypothesis 3 examines the relationship between Media Uses and Gratifications (MUG) and Spanish-language media use. Sixteen participants scored High on the MUG scale and Spanish-language media use as compared to five participants scoring Low on the Spanish-language media use scale.

The sample set also yielded the following characteristics by generational presence in the U.S. Participants scoring High on the Ethnic Identity scale are as follows: 1st generation, 17; 2nd generation, 28; 3rd generation, 15; and 4th generation, 18. Participants scoring Low on the Ethnic

Identity scales are as follows: 1st generation, 1; 2nd generation, 1; 3rd generation, 2; and 4th generation, 1. Participants scoring High on the Bilingual scale are as follows: 1st generation, 16; 2nd generation, 24; 3rd generation 7; and 4th generation 7. Participants scoring Low on the Bilingual scale are as follows: 1st generation, 2; 2nd generation, 5; 3rd generation, 10; and 4th generation, 11. Table five illustrates these findings.

Table 5

Generational Presence

	1 st generation	2 nd generation	3 rd generation	4 th generation
High Ethnic Identity	17	28	15	18
Low Ethnic Identity	1	1	2	1
High Bilingual	16	24	7	7
Low Bilingual	2	5	10	11

These findings indicate that more participants received high ethnic identity scores through every category of generational presence. Also, bilingual scores dropped after the second generation among participants.

High scores on the Bilingual assessment scale were cross tabulated with Spanish-language medium use to measure frequency. Participants were asked how many times a week they used Spanish-language newspapers. The results were as follows: 31 responded zero times; 10 responded one time; four responded two times; five responded three times; three responded four times; and one responded six times. Participants were asked how many times a week they used Spanish-language magazines. The results were as follows: 26 responded zero times; ten responded one time; four responded two times; nine responded three times; two responded four times; one responded five times; and two responded six times.

Participants were asked how many times a week they used Spanish-language television. The results were as follows: eight responded zero times; 11 responded one time; three responded two times; six responded three times; four responded four times; 12 responded five times; two responded six times; and eight responded seven times. Participants were asked how many times a week they used Spanish-language radio. The results were as follows: seven responded zero times; six responded one time; seven responded two times; four responded three times; five responded four times; four responded five times; six responded six times; and 15 responded seven times. Lastly, participants were asked how many times they used Spanish-language internet. Results were as follows: 23 responded zero times; six responded one time; six responded two times; six responded three times; one responded four times; two responded five times; three responded six times and seven responded seven times. Table six illustrates these findings.

Table 6

Media Use

High Bilingual	Zero	1 Time	2 Times	3 Times	4 Times	5 Times	6 Times	7 Times
Newspapers	31	10	4	5	3		1	
Magazines	26	10	4	9	2	1	2	
Television	8	11	3	6	4	12	2	8
Radio	7	6	7	4	5	4	6	15
Internet	23	6	6	6	1	2	3	7

Results from the sample population indicated that Spanish-language radio is used with the most frequency, followed by Spanish-language television. Spanish-language newspapers were the medium least used by participants who scored High on the Bilingual scale.

APPENDIX B

APPENDIX B

SURVEY

Please indicate your level of agreement with each of the following statements by placing an "x" in the appropriate box.	1. Never	2. Rarely	3. Sometimes	4. Usually	5. Always
Ethnic Identity Scale					
1. I have spent time trying to find out more about my ethnic group, such as its history, traditions and customs.					
2. I am active in organizations or social groups that include mostly members of my own ethnic group.					
3. I have a clear sense of my ethnic background and what it means to me.					
4. I think a lot about how my life will be affected by my ethnic group membership.					
5. I am happy that I am a member of the group I belong to.					
6. I have a strong sense of belonging to my own ethnic group.					
7. I understand pretty well what my ethnic group membership means to me.					
8. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.					
9. I have a lot of pride in my ethnic group.					
10. I participate in cultural practices of my own group, such as special food, music or customs.					
11. I feel a strong attachment towards my own ethnic group.					
12. I feel good about my cultural or ethnic background.					
Bilingual Assessment: What grade would you give your Spanish communication skills?					
	"A"	"B"	"C"	"D"	"F"
1. I speak Spanish.					
2. I speak English.					
3. I read Spanish.					
4. I read English.					
5. I write in Spanish.					
6. I write in English.					
7. My thinking is done in Spanish					
8. My thinking is done in English.					
Tell us about yourself...					

Age: _____

Sex: Male _____ Female _____

Generational presence: 1st generation: you lived in Mexico before coming to U.S. _____

2nd generation: one or both parents lived in Mexico _____

3rd generation: one or more grandparent lived in Mexico _____

4th generation: one or more great-grandparent lived in Mexico _____

Please indicate your level of agreement with each of the following statements by placing an "x" in the appropriate box.	1. Never	2. Rarely	3. Sometimes	4. Usually	5. Always			
Media Use and Gratifications Scale								
1. I use Spanish media to keep up with current events and issues.								
2. I use Spanish media so I won't be surprised by higher prices and things like that.								
3. I use Spanish media because you can trust the information they give you.								
4. I use Spanish media to find out what kind of job our government officials are doing.								
5. I use Spanish media to help me make up my mind about the important issues of the day.								
6. I use Spanish media to find out about the issues affecting people like myself.								
7. I use Spanish media because it's often entertaining.								
8. I use Spanish media because it is often dramatic.								
9. I use Spanish media because it is often exciting.								
10. I use Spanish media to support my own viewpoints to other people.								
11. I use Spanish media so I can pass the information on to other people.								
12. I use Spanish media to give me interesting things to talk about.								
13. I use Spanish media because the newscasters give a human quality to the news.								
14. I use Spanish media to compare my own viewpoints to what the commentators say.								
15. I use Spanish media because the reporters are like the people I know.								
Media Frequency Scale	0	1	2	3	4	5	6	7
1. How many days in a typical week do you read a newspaper in English?								
2. How many days in a typical week do you read a newspaper in Spanish?								
3. How many days in a typical week do you read a magazine in English?								
4. How many days in a typical week do you read a magazine in Spanish?								
5. How many days in a typical week do you watch television in English?								
6. How many days in a typical week do you watch television in Spanish?								
7. How many days in a typical week do you listen to the radio in English?								
8. How many days in a typical week do you listen to the radio in Spanish?								
9. How many days in a typical week do you log on to the internet in English?								
10. How many days in a typical week do you log on to the internet in Spanish?								

BIOGRAPHICAL SKETCH

Arminda Munoz was born on February 20, 1972. She graduated from Weslaco High School in 1990 and enrolled at the University of Texas – Pan American in the fall of 1991. She graduated with a Bachelor's degree in Print Journalism in the spring of 1995.

Curently, she is the Public Information Officer for the Weslaco Independent School. She is a member of the Texas Schools Public Relations Association since 1997. She recently completed her Master's of Arts in Mass Communication.