Redefining the U.S. Hispanic Market: Generation N and American Society

Cindy L. Pino
Seton Hall University

Follow this and additional works at: http://scholarship.shu.edu/dissertations
Part of the Behavioral Economics Commons, Business Commons, and the Latin American Studies Commons

Recommended Citation
http://scholarship.shu.edu/dissertations/2427
REDEFINING THE U.S. HISPANIC MARKET - GENERATION Ñ AND AMERICAN SOCIETY

BY

CINDY L. PINO

Thesis Advisor

Michael S. McGraw, Ph.D.

Submitted in partial fulfillment of the requirements for the Master of Arts in Corporate and Public Communication
Seton Hall University

2001
Acknowledgements

The author would like to express her appreciation to Dr. Michael McGraw for his unending professional guidance and support during the development of this project. The author is deeply grateful to her family for their constant support and encouragement and to her friends and colleagues for their generous contributions to this work. The author also owes a debt of gratitude to her soul mate, Paul, for being her inspiration in many aspects of her life including furthering her education. Mostly, the author would like to thank God for blessing her with the talent to create and write.
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS .................................................................................................................. ii  
LIST OF TABLES .......................................................................................................................... v  
LIST OF FIGURES ......................................................................................................................... vi  
Chapter I: INTRODUCTION ........................................................................................................... 1  
Background .................................................................................................................................. 4  
Research Question ....................................................................................................................... 8  
Subsidiary Questions .................................................................................................................... 8  
Purpose of the Study ...................................................................................................................... 8  
Objectives .................................................................................................................................... 9  
Definition of Terms ...................................................................................................................... 9  
Limitations .................................................................................................................................. 11  
Chapter II: REVIEW OF THE LITERATURE .................................................................................. 12  
Advertising Dollars ...................................................................................................................... 13  
Understanding the Consumer-Psychographic Characteristics .................................................. 15  
Marketing to Generation fl ........................................................................................................... 18  
Managing Language Complexities .............................................................................................. 20  
Generation fl and the Digital Divide ........................................................................................... 22  
Summary .................................................................................................................................... 26  
Chapter III: DESIGN OF THE STUDY .......................................................................................... 27  
Population and Sample ................................................................................................................ 27  
Survey ....................................................................................................................................... 27  
Data Collection .......................................................................................................................... 28  
Chapter IV: ANALYSIS OF THE DATA ....................................................................................... 29  
Introduction ................................................................................................................................ 29  
Data Review ............................................................................................................................... 29  
Chapter V: CONCLUSIONS AND RECOMMENDATIONS .......................................................... 37  
Future Study ............................................................................................................................... 37  
References .................................................................................................................................. 39  
Bibliography ............................................................................................................................... 47  
Appendices ................................................................................................................................ 53
<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Identification Among Hispanic Americans</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>No Language Preference</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>Spanish is the Preferred Language</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>English is the Preferred Language</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>Aspects of Hispanic Culture Are Important To Preserve</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>A Brand or Product Advertised in Spanish Conveys More</td>
<td>33</td>
</tr>
<tr>
<td>7</td>
<td>A Brand or Product Advertised in English Conveys More</td>
<td>33</td>
</tr>
<tr>
<td>8</td>
<td>Hispanic Segments</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>Internet Accessibility</td>
<td>35</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

## FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Hispanic Self-Identification</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Generational Diversity (millions)</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Size and Evolution of Hispanic Segments</td>
<td>15</td>
</tr>
</tbody>
</table>
The changing race and ethnic composition in the United States will have important implications for future economic growth, as the emerging minority marketplace becomes an increasingly stronger economic force (U.S. Census Bureau, 1999). Continued growth of the Hispanic market is anticipated from immigration and increasingly from internal growth within the Hispanic population in the United States. In fact, over the next 3 to 5 years Hispanics will become the single largest minority population in the United States surpassing the African-American population (Thomas, 1999).

The Hispanic population’s growth in the United States, combined with the recognition of its economic viability by corporate America, has made this segment the brightest opportunity for marketers in years. Hispanics in the United States are estimated to exceed 31 million, surpassing the population of Canada (30.2 million), and about 1.5 times the population of Australia (18.7 million) (Valdes, 2000, p. 4). Hispanics in the United States will soon be the nation's largest minority, helping set the pace in everything from pop culture to presidential politics. Most of this increase is expected to come not from immigration but from the natural increase of Hispanics already here (Barone, 1998).

“'It's a strong trend and we’re confident about projections showing Hispanics numbering as many as 97 million by 2050, though a reduction in immigration could lead
us to revise our estimates downward,” says Manuel de la Puente, who heads the U.S. Census Bureau’s Ethnic and Hispanic Statistics Branch (“Who are we?,” 2000, 5).

The U.S. Hispanic population in 2000 (see Figure 1) was an impressive 31,456,349 or 11.8% of the total U.S. population. According to the Multicultural Marketing News (“The Hispanic Market”, 2000), the Hispanic population is growing at an annual growth rate of 3.5% vs. 0.5% for non-Hispanic whites. Overall, the Hispanic population grew by 17% between 1990 and 2000, in comparison to only 8.2% for the U.S. total. By the year 2005, the Hispanic segment will be the largest ethnic segment in America, and by the year 2010, one out of every four consumers is expected is to be of Hispanic descent, totaling over 44 million (Multicultural Marketing News, 2000, 1).

Other research has shown that population growth is not the only reason advertisers are starting to realize this opportunity. U.S. Hispanics are making significant economic strides. Since 1990, the buying power of Hispanics has risen 65% to total $348
billion dollars today, a sum greater than the entire gross national product of Mexico (Kiser, 1999, p.35).

According to the 2001 United States Census Bureau, more than 55% of all Hispanics living in the United States were born here, and many are bilingual. Yet there is a strong desire to maintain cultural identity by tapping into Spanish language resources. This demographic's median age is 26 and Hispanics will have a median age of almost 29 by 2020. This generation, otherwise known as generation R, and its rising stars are changing the way America looks, feels, eats, and votes.

Today's Hispanic is different. Today, Hispanics attain higher educational levels, have increased access to capital/credit, deeper skill sets, and more access to technology than ever before. Strategy Research's 2000 U.S. Hispanic Market study reveals that 56% of today's U.S. Hispanic heads of households have high school diplomas, and 28% hold college degrees. There is a widespread misconception that half of Latinos drop out of high school, but actually 92% of Latino 10th graders graduate from 12th grade today. This makes this new generation of Hispanic Americans an economically powerful consumer segment. Graza, as cited in Stankevich (1998) asserts that "what makes assimilated Hispanics unique is that they have the advantage of living in two worlds, speaking two languages, and drawing experiences from both cultures. They're still into Game Boy and Nintendo and are looking to buy Nike shoes. They have the American experience but they can go home and flip through Spanish magazines and TV channels" (p. 27).
Background

Before understanding the differences among Hispanics, it is important to understand the difference between the terms Hispanic and Latino. Novas (1998) states in his book, *Everything You Need to Know About Latino History*, that the word Hispanic is derived from the word España, the country that led the conquest of the New World and whose language and culture has dominated Latin America. The word Latino traces its roots back to ancient Rome and some say it is more inclusive, encompassing Latin American countries such as Cuba, Puerto Rico, the Dominican Republic, Mexico, and others (Granados, 2000; Muhammad, 1999).

In a recent effort to bring this debate to an end, Hispanic Trends Inc. recently polled all registered voters about which term they preferred, Hispanic or Latino (Granados, 2000). A majority preferred the term “Hispanic.” “That makes sense,” says 24-year-old Daniel Villaruel, a student at California State Northridge. “Because voters tend to be second and third-generation Hispanics and they tend to be more assimilated (Granados, 2000, p. 41).

Although, the Latino/Hispanic battle is very debatable, many scholars and executives agree that the debate is very unlikely to be resolved any time soon. Many pioneers do agree that although the terms are often used interchangeably, the preference of one over the other depends where you are from in the U.S. For instance, presently, Latino tends to be preferred by Hispanic consumers in California and Texas.

Valdes (2000) notes that a recent survey that “Latino Voices” conducted among Mexicans, Puerto Ricans, and Cubans, found that foreign-born respondents overwhelmingly identified themselves with the name of their country of origin. The
pattern of identification was similar among the U.S. native-born (see Figure 2), particularly among Mexicans to a lesser degree among Puerto Ricans and Cubans, who seemed to have a stronger preference for Pan-ethnic labels, such as Latino, Hispanic, or Spanish-American.

Suzanne Oboler (1995) in her book, Ethnic Labels, Latino Lives, suggests that the term 'Hispanic' fails to recognize the extremely rich ethnic and racial diversity of Latin Americans, for example: Argentinians of Italian, German or French descent; Mexicans of Irish or Japanese ancestry; Cubans with Spanish, Lebanese, African or Chinese forebears; Peruvians of English, Russian-Jewish or Inca lineage; Venezuelans of Polish or Uruguayan stock; Brazilians of Korean or Greek heritage, the varieties go on. Oboler also notes that various political forces have been responsible for how Latinos are defined, and that these definitions have affected how individuals and groups define and understand themselves.
Each group brings with it a different history and different loyalties and all agree that the word 'Latino', let alone 'Hispanic', is unsatisfactory. Texans with Mexican ancestry call themselves Tejanos, other Americans with Mexican ancestry call themselves Chicanos; Hispanics are New Mexicans who trace their roots to Spain. Although Anglo America would like to homogenize them, anything less like an ethnic lump is hard to imagine. It is language (and to a lesser extent, Roman Catholicism and family values) that brings these people into a category that both Black and White Americans can treat as "them" ("America's Latinos," 1998).

More than two-thirds of the Hispanics residing in the U.S. (see Figure 3) are immigrants or the children of immigrants. In 1996, more than one-third of Hispanics were first-generation Americans and one-third were second-generation Americans. Less than one-third of Hispanics were third-generation or U.S.-born of U.S.-born parents.


**Figure 3.** Generational diversity (millions)
The immigration experience of this group contrasts sharply with that of Whites and Blacks (the terms White and Black refer to non-Hispanic Whites and non-Hispanic Blacks), most of who trace their U.S. residency back three or more generations. Only the other non-Hispanic group has a greater percentage of first-and-second generation Americans than Hispanics according to the Population Reference Bureau (1997).

Many first-generation Hispanics maintain close ties to their native countries, speak little English, and live in ethnic enclaves with other immigrants. Their children, second-generation Hispanics, or as previously referred to as generation II, are often torn between two contrasting cultures: their parent's heritage and mainstream American society. Spanish is often their first language, but they generally learn English quickly after they begin school ("Generations of Diversity," 1997).

In comparison to the overall population — and other ethnic minorities — Hispanics are and will remain relatively young. The Census Bureau (2001) forecasts that Hispanics will have a median age of almost 29 by 2020. By comparison, the median age of Anglos is projected to exceed 42.

The focus of this study is to present a perspective related to the preferences of generation II. The author will explore the psychographic characteristics of Hispanics that were born in the United States. The author's objective for this study is that it acts as an insightful resource for marketers and advertisers that want to capture the eyes of this growing powerful generation in the United States.
Research Question

As the demographic population changes in the United States, what is the evidential impact of generation ñ in the American business arena as an emerging and distinct market? This study explores this question by researching 100 members of this new generation to determine their preferences and to provide possible insight and awareness to marketers and advertisers.

Subsidiary Questions

In an attempt to understand the preferences of generation ñ, this study will also address the following questions:

1. Is it Hispanic or Latino? What is the difference?
2. What are the psychographic characteristics of the members of this new cohort?
3. How can you be successful in marketing to generation ñ?
4. What advertising method(s) is preferred by generation ñ?
5. What factors influence this generation of U.S. Hispanics to buy, listen, read and watch?

Purpose of the Study

The author's exploration of the effect of generation ñ on American society is brought on by a very personal interest, because not only is she marketing to this demographic as part of her job, but the author herself is a part of this demographic. The author, as a second-generation Latina, relates to the information about navigating
between two cultures, however, she deeply feels that one can be fully Hispanic and fully American.

Objectives

While conducting this study, the author examined why the U.S Hispanic market is becoming an attractive investment to marketers and advertisers, and identified two objectives. First, the author attempts to define a new target within the Hispanic population in the U.S. and how they affect the way America lives. Second, she hopes to determine some of the best ways to effectively market to generation f. The author is determined to meet these objectives through extensive focused research and survey data.

Definition of Terms

1. Minority: “Represents the combined population of people who are Black, American Indian, Eskimo, Aluet, Asian, Pacific Islander, or of Hispanic origin” (U.S. Census Bureau, 1999, p. 3).

2. Generation: A category of people born and living contemporaneously (Webster’s Dictionary).

3. Hispanic: Any person of Latin American descent living in the United States (Webster’s Tenth New Collegiate Dictionary).

4. Latino: People whose origin is Mexican, Mexican-American, Chicano, Puerto Rican, Cuban, Spaniard, or from the Spanish-speaking countries of Central or South America or the Caribbean (United States Census, 2000).
5. Ñ: “The letter "ñ" is symbolic, and unique to the Spanish-language, hence, common denominator among the estimated 420 million Spanish-speaking people around the globe” (Valdes, 2000, p. 66).

6. **Generation ñ**: The new cohort of U.S. born Latinos with a median age of 26. This new demographic is generally bilingual and navigate comfortably in both cultures, enjoy music in both languages, watch both English and Spanish-language television.

7. **Latinoization**: The acculturation into a more broadly defined U.S. Latino culture as opposed to more narrow national and ethnic Latino groups/cultures.

8. **Acculturation**: The process of shifting from a native culture to that of the one you presently live in.

9. **Biculturalism**: How to deal with acculturation into the larger Anglo-American culture.

10. **Ethnic enclaves**: Shelter members of the ethnic group from external discrimination and hostility, providing them with much needed economic support and the means for eventual upward mobility. They employ skilled or semi-skilled workers, create markets for unique products, create opportunities for economic and entrepreneurial advancement of group members, provide access to credit, support for the creation of small enterprises, and ultimately the upward mobility of new arrivals [(Cobas, 1984; Kim, 1981; Light, 1972; Pessar, 1995; Portes & Bach, 1985; Portes & Jensen, 1989 (as cited in Cavalcanti, H.B. & Schleef, D. J., 2000)].


13. **Digital divide**: This term was coined by the Clinton administration to refer to the lagging behind of African Americans and Latinos behind Whites and Asians in computer ownership and Internet access. (McGuire, 2001).

**Limitations**

The primary limitation of this study is that the research available is both new and somewhat inconclusive given that the Hispanic market in the United States is just beginning to develop. Marketers and advertisers are now aware of the importance of the Hispanic consumers and there are no set precedents on how to effectively market to this target. Also, for purposes of this study, the author will refer to this demographic as Hispanic. It is not the intention of the author to conduct research on Hispanic subgroups by region, which may have implications on their psychographics. The author only mentions Hispanic subgroups as they relate to self-identification in the United States.
Many U.S. Hispanics are finding that they can preserve their Hispanic culture while at the same time learning the dominant culture, including language, of the United States.

However, as Hispanics in the United States become more Americanized, buying power shifts down the generation ladder to a younger audience often as comfortable at home speaking in English as in Spanish. A hybrid culture, in short, generation ñ. Bill Teck (as cited in Leland & Chamber, 1999) coined this new power generation. Growing up in Miami, the son of Cuban and American parents, he felt left out of the generation X rubric. "If you're the first generation born and educated in the U.S., you really can't have a slacker mentality," Teck said differentiating himself from generation X (Leland & Chamber, 1999).

Generation ñ includes pre-teens, teens, and young adults. Although they are generally bilingual and open to adapting to the American way of life, they don't want to lose their Hispanic cultural identity. They navigate comfortably in both cultures, enjoy music in both languages, and watch both English and Spanish-language television (Valdes, 2000).

Using the demographic category of adults 18-34 to represent the young adult market segment often referred to as generation X, Strategy Research Corporation based in Miami, Florida, finds that among U.S. Hispanics, that market segment (generation ñ) contains a significant proportion of the total U.S. Hispanic population. More than one-
third (34%) of U.S. Hispanics qualify as generation ft (ages 18-34), while only 22% of Non-Hispanic Whites are part of generation X, the individuals who were born between 1961 and 1981 (Lopez, 2000). According to Felipe Korzenny (as cited in Ramos, 2000) Principal at Cheskin Research, "Hispanic youth is a powerful force in the U.S. consumer market, spending or influencing spending of more than $100 billion a year. The Hispanic median age is 26 compared with 35 for the overall market that means that there are about 17 million young Hispanics under 26, most of whom live in urban centers in the United States. This is a fact marketers cannot ignore. Understanding what motivates them is key if advertisers want to make an impact with this audience" (paragraph 5).

According to Feuer (2000), there are also new differences in the target market itself, not just cultural differences between Mexicans, Cubans, and Puerto Ricans, but in language and media usage. According to Nielsen figures (as cited in Feuer, 2000) about 87% of the nation's Hispanics 18 and over speak Spanish, but many are comfortable in English too. Sixteen percent describe themselves as bilingual, and about one-third report speaking mostly or only English (Feuer, 2000).

This review looks at the literature that specifically discusses this generation and their possible impact. Although the author explores the influence of Hispanics in the U.S. overall, her primary focus in this review of the literature is on generation ft and the evidential impact of this group on American society.

Advertising Dollars

U.S. Hispanic purchasing power, according to the U.S. Department of Commerce (as cited by Leggiere, 2000) has increased by 66% since 1990, accounting currently for
$450 million per year and that figure is expected to grow over $1 trillion by 2010, as Hispanics make up almost one-quarter of the U.S. population.

Just 10 years ago, there were fewer than 10 Hispanic-oriented advertising agencies in the United States. Today, that number has grown to nearly 60. These firms are the bridge between the country’s largest companies and the estimated $380 billion dollars of annual spending power possessed by the U.S. Hispanic population (Riley, 2000).

Increasing Hispanic marketing dollars is exactly what the Association of Hispanic Advertising Agencies (AHAA) is asking of U.S. businesses. They argue that, based on population estimates American companies should be spending $20.5 billion in marketing to Hispanics to effectively reach the market. Instead, in 1998, Hispanic advertising attracted only about $1.9 billion; just 1% of U.S. companies’ marketing dollars (Artze, 2000; Robins, 2000).

While Hispanics represent 11.6% of the U.S. population and 7% of consumer spending, according to AHAA, the Hispanic market receives only about 1% of all advertising spending. In 1998, for example, only about $1.8 billion of the $186 billion spent on advertising targeted the Hispanic market.

Advertising expenditures in the U.S. Hispanic market reached $1.7 billion last year, a 21% increase over 1997’s total and the largest 1 year jump since 1994. Five years ago, the figure was well below $1 billion (“Who Are We?,” 2000, 15).
Understanding the Consumer—Psychographic Characteristics

Every year, U.S. marketers lose millions, perhaps billions, of dollars in sales by misunderstanding their country’s Hispanic market and clinging to a simplistic notion of its structure (Arjona, Shah, Tinivelli, & Weiss, 1998). Many see the market as comprising of two groups: an isolated segment that speaks only Spanish, and an assimilated English-speaking segment whose preferences are barely distinguishable from those of the general consumer market. Adherence to this bipolar view causes marketers to overlook the vast majority of consumers who speak both English and Spanish and make up a third, acculturated segment (Arjona et al., 1998). The acculturated segment is the largest and fastest growing of the three groups (see Figure 4), otherwise known as generation fi, currently accounting for 57% of the Hispanic market and on course to take 67% by 2010.

Jeffrey Humphreys, Director of the Selig Center at Terry College of Business at the University of Georgia (“Who Are We?,“ 2000) believes that there is recognition of their economic power. The same message doesn’t work for every group. Marketing
studies nationwide show that tailoring advertising to specific groups is growing in popularity and effectiveness.

The Hispanic youth stands to be heard and acknowledged as the new mecca for advertisers looking to boost their bottom line. One hundred million strong worldwide and with a purchasing power exceeding $1.50 billion in the United States alone, young Hispanics are more confident than ever in their culture. Ricky Martin, Shakira, Oscar de la Hoya, and Jennifer Lopez are just a few notable examples of cultural icons that have aided in forging a new threshold for the new Hispanic youth culture. The result is generation ñ. Confident about its roots and ready and willing to express itself. This generation ñ revolution is not only limited to the mass media but also carries over to the consumer world. These young Hispanics are spending billions of dollars in a wide range of goods. They are buying compact discs, going to see Hollywood’s latest movies, and shopping for the latest trends. This consumer dynamic presents modern day marketers with the difficult challenge of communicating effectively with a burgeoning demographic that is irreverent, smart, tech-savvy and very diverse. Target marketing is experiencing a substantial growth.

Some marketers view the Hispanic market as a monolithic entity that can be reached simply by advertising in Spanish. While this tactic may work for certain products with immigrant Hispanics, it does not work with the majority of Hispanics who were born or reared in the United States (Arjona et al., 1998).

Many advertisers agree that if a company is going to start an ad campaign, it just cannot translate its English campaigns into Spanish. Marketers have to understand differences between the cultures. In their pitches to the United States’ large Hispanic
population, marketers continue to make an error that is fundamental and more costly than simply mistranslating advertising copy. Recognizing the dual cultural identity of the market is essential for marketers' success (Korzeny, 1999). The growth of bilingual print media further demonstrates the economic power of the acculturated segment. Advertisers must be aware that a growing portion of the Hispanic audience will form impressions from both Spanish and English-language advertising. While this creates opportunities to capture mindshare in both languages, advertisers must be sure to present a consistent story in each or else risk confusing or alienating their audience by sending conflicting messages.

While the assimilated segment can largely be reached through mainstream marketing with a few tweaks, the isolated segment usually demands a parallel effort, with the duplication of existing expenditure. (Arjona et al., 1998).

Marketing studies nationwide show that tailoring advertising to specific groups is growing in popularity and effectiveness. "There is recognition of their economic power, the same message doesn't work for every group," says Jeffrey Humphreys (as cited in "Who Are We?," 2000). He also says that targeting advertising to racial groups works because it makes an ad stand out in an advertising-saturated world. Advertising-weary consumers pay attention and respond to such advertisements.

To serve generation X, marketers must approach it in a way that considers its particular needs and preferences. Above all, they need to project an identity that is Hispanic and American in equal measure (Arjona et al., 1998).
Marketing to Generation ft

According to Bruce Tulgan (as cited in Wellner, 2000) principal of Rainmaker Thinking, a research, training, and consulting firm in Connecticut, marketers should get ready to hear about “niche generations”; increasingly smaller groups of people that share common experiences. It's going to get harder to talk to people who are shaped by the same experience, because our society is becoming so much more diverse, people aren't really sharing the same experiences even when they're born in the same year” (p. 5).

Today's advertisers share a common concern: how do we market to Hispanics born the United States. Understanding subtleties in behaviors, lifestyles, and world perspectives of different groups is likely to enable a more accurate definition of the target respondent according to Cheskin Research (1992) of Redwood Shores, California.

Minority and Hispanic owned advertising agencies hope to capitalize on the growth of Hispanics in the U.S. as companies hire them to produce ad campaigns not just translated into English but ads that speak to Hispanic culture. SCDRG Advertising CEO Francisco Valle (as cited in Applebaum, 2000), says “we also tend to translate successful mainstream campaigns into Spanish, then expect those campaigns to be successful. But the values of Hispanic culture are totally different from the values of American culture” (p. 30). Korzenny (1993), states that perhaps the safest way of attracting U.S. born Hispanics is by placing references to Hispanic culture in English-speaking advertisements. “The more sensitive you are to their needs and desires, the more they will respond to your services” (Braus, 1993, p. 5). Many young Hispanics prefer their Spanish programming with an Anglo touch or English shows with a Latin touch (La
Franco, 2000). Moreover, according to Valdes (2000), because cultural nuances can make the difference between a successful, profitable marketing campaign and one that is not, cultural fine-tuning is needed when marketing to Hispanic youth, even in English.

In the last 5 years, advertisers and major corporations have begun to adopt ethnic marketing principles into their overall strategic marketing plan. Multicultural marketers are trying to educate corporations to understand that including an ethnic representative in an advertisement is not enough and that they have to make a vested commitment to the ethnic consumer beyond their marketing campaigns. Such a commitment will include funding for market research, support and sponsorship of community activities and developing community relations between the consumer and the corporation.

Olivia Llamas (as cited in “Yankelovich Releases...,” online), Hispanic Monitor Director at Yankelovich, a strategic market research and consulting firm headquartered in Connecticut, has done extensive research on the Hispanic market in the United States exploring lifestyle aspirations and issues driving the way Hispanics interact with and participate in the marketplace. She points out:

Hispanics are difficult to market to because of general language and cultural differences that distinguish them from other markets. A higher preference for Spanish runs counter to current conceptions of acculturation which assumes that many of these consumers will be moving closer, over time, to English usage in their everyday lives. Understanding this, in addition to the diversity within the market demonstrated through country of origin, degree of acculturation, and language usage levels, sets the stage for more successful marketing campaigns targeting this group of consumers. The implication for marketers looking to reach
this growing group of consumers: one message does not fit all. While recognizing the importance of language in creating marketing strategies, marketers should also look beyond this element to understand the multi-dimensionality of the market and key non-demographic differences from other markets. Hispanics are really asking marketers to transform the marketplace, by creating relevant messages and products, rather than just translate what already exists for the general market.

(paragraph 2)

Managing Language Complexities—The Two Uses of Spanish

Language is an inherent component of culture. Valdes (2000) points out that to decide which is the appropriate or "most effective" language, several factors need to be carefully weighed, including the ages of the targets, U.S. born versus foreign born, the marketing strategy, and the product or service to be marketed. Depending on what your objective is, Spanish can be used in two different ways. For example, if your objective is to obtain information to appeal to the pride of Hispanics, then all those who identify with the language and culture count. On the other hand, if your objective is to persuade consumers on a new product that competes with another strongly entrenched in a native Hispanic country, then you would use Spanish to target those who use the language for everyday life.

According to Cheskin Research (Korzeny & Korzenny, 1992), a marketing and consulting firm in California, first-generation immigrants and those who live in segregated communities are more likely to speak Spanish as an everyday necessity of
communication. Others with a longer generational history in the U.S. are more likely to speak Spanish for expressive pride and for identification with historical roots.

In his workshop conducted at Smith College in Massachusetts, “Milagro or Nightmare? Latino studies in Spanish Departments,” Alberto Sandoval (as cited in Angus, 2000) addresses the notion of what Spanish departments and U.S. Latino literature studies have to do with this boom that some have called the Latinoization of America? As Hispanic demographics have increased, a new global economy affects Spanish departments in two ways: First, Latinos will be enrolling in Spanish courses to reconnect with their heritage. Second, Spanish will increase in demand as the impact of NAFTA is felt. Latinos have become marketable, profitable target, and have a purchasing and spending power of about $300 billion. Advertising and reach-out strategies in Spanish also reflect the fact that Spanish is here to stay. Sandoval believes that Spanish is here to stay for the following reasons:

1. The geographic proximity of Latin America to the United States
2. The circuits of migration within the Americas
3. The constant interaction in urban centers between recent immigrants and U.S.
   Hispanics from different generations
4. The capitalist interdependency between Latin America and the United States, with increasing migration of bilingual professionals to this country
5. The demographic increase of Latino, Spanish-speaking communities in urban areas
6. The increases use of Spanish on a daily basis, thanks to new technologies that cross borders and provide instant communication between U.S. Latinos and Spanish-speaking countries.

7. Univision, Telemundo, particularly TV, popular music, pop stars, and idols, all help U.S. Latinos retain their Spanish language skills. (Angus, 2000, p. 9)

If Spanish departments are seriously committed to Latino literature and Latino studies, they should seek the advice from those who pioneered the field, as well as from a new generation of U.S. Hispanic scholars, hired mainly in English departments. This new generation is trained in theory, and their appointments are joint positions that intersect and overlap with multiple interdisciplinary programs. What they'll have in common is diversity and common interest in the performative aspect of cultural studies. If new Hispanic pop stars share an ability to move between different mediums, whether they make records, movies, do television, theatre, or the Internet, the latest generation of U.S. Hispanic scholars is also blurring genres, traversing borders. They're even becoming stars in the academic field with a following of U.S. Hispanic graduate students. They are Hispanics who have crossed over without silencing their Latinidad (Angus, 2000, p. 9).

Generation Ñ and the Digital Divide

A few short years ago the Hispanic community lagged nearly a decade behind non-Hispanics in owning computers ("It's Here," 1999). Today, Internet companies are actively addressing this demographic, eyeing the $331 billion yearly purchasing power of
the U.S. Hispanic community as cited by the Tomas Rivera's Policy Institute (as cited in Lerner, 2000). There are approximately 23 million Spanish and Portuguese speaking net users in Latin America, the U.S., and Puerto Rico alone. According to Jupiter Communications (as cited in Leggiere, 2000), the Hispanic online user base is expected to grow by nearly 40% a year during the next five years.

A recent study conducted by Cheskin Research (as cited in Romney, 2000), found that U.S. Hispanic household computer penetration has increased by 68% in the last 2 years, compared with 43% in the general population. As the Internet has turned into a vehicle for the new economy, U.S. Hispanic consumers represent a relatively untapped market. According to Emarketcr (as cited in "A T&T Unveils," 1999) a New York based aggregator of Internet information, there are currently 7 million U.S. Hispanic Internet users, representing 21% of the total population (p. 5A). According to the research firm of Brown in California (as cited in "Quepasa.com and Star Travel," 2000) by 2003, this number will more than double to 15 million. About 33% of U.S. Hispanic households now use the Internet, a relatively small number compared to the 60% figure for Anglo households online (Brennan, 2000).

Strategy Research's new U.S. Hispanic Market Study (2000), reveals that approximately 20% of Hispanic households in the top ten U.S. Hispanic markets (Los Angeles, New York, Miami, San Francisco, Chicago, Houston, San Antonio, Dallas, Ft. Worth, Brownsville, San Diego) have Internet access. By acculturation, 46% of Highly Acculturated, 29% of Partially Acculturated, and 15% of unacculturated Hispanics have a home personal computer (Holcombe, Dec. 1999).
According to a research study conducted by Cheskin Research ("The Digital World," 2001), the impact of the lack of corporate attention to the Hispanic market has contributed in part to a digital divide that has been the concern of policy makers. In the first part of this study in early 2000, Cheskin Research found that Hispanics had adopted computer technology much more rapidly than expected by policy makers concerned with the digital divide. At that point, 42% of Hispanic households nationwide reported having a computer. At the end of 2000, 47% indicated there is a computer in their home. The rate of growth of Hispanic household technology penetration over the last 2 years is 80% compared with 21% for the overall market. The household penetration of computers increased by five percentage points in 8 months is representative of a robust pace of growth and emphasizes the drive of the U.S. Hispanic market not to be left behind.

Computer brand awareness has not changed drastically in the past 8 months. Over 70% of current non-owners have no brand in mind for future purchase, indicating that manufacturers still have a significant opportunity to own the Hispanic market. According to Korzenny (as cited in "Cheskin: A Robust Pace," 2001), this study clearly shows that the U.S. Hispanic market has an overwhelmingly strong desire to be a part of the digital age. Given this market's unique socio-political characteristics, companies have a great opportunity to educate and tap into the needs of the Hispanics in the U.S. The study also points out that at this time in history when the overall market appears to have reached a saturation point in terms of the numbers of computers it can absorb, it makes a great deal of sense for computer manufacturers to focus their attention on technology-eager niches, such as the U.S. Hispanic market ("The Digital World," 2001).
Surprisingly, Spanish-language portals are not the most popular among this 31.7 million person demographic group (Cohen, 2000). In this study conducted by Cheskin Research ("The Digital World," 2000) out of 2,017 respondents that were surveyed, over 58% of them said they use Yahoo!, while Que Pasa attracts only 10.5% of those surveyed. Yupi is used by only 5.4% of the respondents.

One reason for this is that the vast majority of Hispanic Internet users either prefer to surf in English or have no language preference. According to a survey conducted by Research & Research (Cohen, 2000) of New York, 41% say they prefer English websites. Approximately half, 51% are indifferent, and only 8% prefer Spanish sites. On average, Internet users have higher incomes and educational levels than the general population.

Janet Galchus (as cited in "Cheskin: Robust Pace," 2001) Director of Interactive Services for Siboney USA states, "the significance of this kind of information can't be underestimated. As an emerging market within a mature interactive market, U.S. Hispanic purchasing power will play a key role in the success of many Internet and technology companies" (paragraph 10).

The question is does this digital divide result from a language barrier or from lack of access to computers and the Internet? A study sponsored by the Tomas Rivera Policy Institute of California (as cited in Brennan, 2000) indicates that the problem is limited to access to computers and the web (paragraph 2).

White House spokesperson, Mark Kitchens (as cited in McGuire, 2001) says "nothing would please the President and the Vice President more than having 95% Internet penetration levels throughout all income brackets, but reaching this goal is going to take a lot of hard work—from the private sector, from the public sector, and from the
American public—"working together to connect to all Americans to the Internet" (paragraph 6).

In the study, "The Digital World of the U.S. Hispanic II," conducted by Cheskin Research in January 2001, it is indicated that Hispanic Internet users continue to prefer mainstream portals. Yahoo! has entrenched its prevalence in the Hispanic world by growing Hispanic use by 10 percentage points in the past eight months. This pervasiveness does not seem to be coming from the use of its Spanish-language site, most Hispanics are using Yahoo! in English. The use of English on the Internet by adult Hispanic Internet users has continued to be the most common approach on the part of U.S. Hispanics.

Summary

The Hispanic market continues to be the fastest growing consumer in the United States. This new growth is changing the face, the look, and sound of this country. Through the review of the literature, the author has realized the reasons why this specific generation of Hispanic Americans is such an economically powerful consumer segment. Specifically, the author examined how critical it is for marketers to understand that there are several Hispanic segments in the United States, each of which should be marketed differently to. The author also explored several key factors that marketers should take into consideration to have a decided advantage over competitors in establishing mutually beneficial relationships with Hispanic Americans in the United States. Hispanic Americans, more specifically generation f are enjoying higher education levels, increased access to capital and credit, and increased access to technology and are choosing to acculturate not assimilate.
Chapter III
DESIGN OF THE STUDY

Population and Sample

Through this study, the author expected to determine the preferences of generation ì and therefore provide insight to advertisers and marketers that may want to capture this audience. The author analyzed this generation’s thoughts and opinions related to living in the United States, while also being in touch with their Hispanic origin. Data were collected via a survey (see Appendix A), which was distributed to 100 individuals that met the criteria of generation ì. The author believed that multiplicity sampling would be the most appropriate method to use for this study because the population that is needed is not easy to locate. Multiplicity sampling is when a respondent who qualifies for the sample is asked to provide the names and e-mail addresses of others who also presumably qualify.

The author defines the population as individuals between the ages of 18-34 and born in the United States. In addition, at least one of their parents is foreign-born.

Survey

The objective of this survey was to determine what the preferences are of the individuals categorized as generation ì. The results of the survey were expected to compliment some of the research conducted by Felipe Korzeny (2000) at Cheskin Research in California and to also provide greater insight into what this generation likes to watch, wear, and eat. This survey was e-mailed on March 5, 2001 to all of the
respondents and returns were also requested by e-mail. Since the review of the literature confirms that this generation is computer savvy and own computers, the author felt that this would be an effective way to communicate with them. The author expected an 85% response rate since the sample was a familiar group.

Data Collection

The generation fi survey was used to collect data for this study. The survey uses several open-ended questions in order to derive personal opinion and additional feedback. The first section is comprised of demographic information, which was completely critical to this study as it will ensure an accurate sample population and eliminate any room for error. The second section is comprised of 12 questions that are presented in the Likert-type scale format. These statements address language preferences, culture relevancy, and brand impact. The last section, question 13, also is presented in a Likert-type scale format, which designates 1 as being the best and 5 as being the least effective. This question was followed by an open-ended question, which asked the respondents why they ranked the options the way they did. The last section, questions 15 through 28, consists of yes or no answers and preferential comparisons, one reflecting Hispanic culture and the other reflecting American culture.

The author hoped that this survey would add validity to the literature findings. The results of the survey are compared with that of the literature review to either confirm or dispute the findings. Respondents had 15 days to respond.
Chapter IV

ANALYSIS OF THE DATA

Introduction

Based on her own professional and personal experience, as well as through the literature review, the author had several expectations as to what these data would reveal. In analyzing these data, the author also hopes to gain a better understanding of what the preferences and psychographics of this new generation II are. The author also expects to gather sufficient evidence in order to make recommendations on what might be the most effective ways to advertise and market to this group. The author's initial assumption was that many members of generation II identify themselves as equally Hispanic and American. This assumption was based on one of the compelling characteristics of these individuals who very comfortable navigating between two cultures. However, the author was surprised to see that 31% of the respondents identified themselves as being Hispanic first and American second.

In analyzing these data, the author also hoped to gain a better understanding of the trends generation II is gearing toward to confirm that they are indeed affecting mainstream American society in more ways than one.

Data Review

As indicated in Table 1, of the 93 respondents, 35% indicated that they think of themselves as equally Hispanic and American and 31% identified themselves as Hispanic first, American second. The author believes that this factor may be indicative of the fact
that many Hispanics living in the United States have a strong desire to maintain their cultural identity (U.S. Census Bureau, 1999). Additionally, these findings are similar to previous research that states that although U.S. Hispanics are generally bilingual and open to the American way of life, they do not want to lose their Hispanic cultural identity (Valdes, 2000).

Table 1

Self-Identification Among Hispanic Americans

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic, not American</td>
<td>18</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic first, American second</td>
<td>29</td>
<td>31%</td>
</tr>
<tr>
<td>American first, Hispanic second</td>
<td>14</td>
<td>15%</td>
</tr>
<tr>
<td>Equally Hispanic and American</td>
<td>32</td>
<td>35%</td>
</tr>
<tr>
<td>American, not Hispanic</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Although 30% of the respondents indicated that they did not have a preference for the language they used in any situation (see Table 2), 47% disagreed to that fact that they would use Spanish as the language in many situations (see Table 3). Nevertheless, an outstanding 62% of the respondents chose English as the preferred language for many situations (see Table 4).
Table 2

<table>
<thead>
<tr>
<th>Language</th>
<th>No. of Responses</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>15</td>
<td>16%</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>30%</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>20%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table 3

Spanish is the Preferred Language

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Responses</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>30</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>44</td>
<td>47%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>13%</td>
</tr>
</tbody>
</table>

Table 4

English is the Preferred Language

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Responses</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>58</td>
<td>62%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>12%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
A study conducted by Cheskin Research (Korzenny & Korzenny, 1992) revealed that second and third generation Hispanics have a longer history in the United States and are more likely to speak Spanish for excessive pride, while first-generation immigrants and those who live in segregated communities, are more likely to speak Spanish as an everyday necessity of communication.

As specified in Table 5, 62% of the respondents strongly agreed and 31% agreed that aspects of their Hispanic culture are important to preserve.

Table 5

Aspects of Hispanic Culture Are Important To Preserve

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>58</td>
<td>62%</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>31%</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

As noted in Table 6, 54% of the respondents disagreed with the statement that they get more information about a brand, product or service when it is advertised in Spanish. Conversely, 74% of the respondents agreed that they get more information about a brand, product or service when it is advertised in English as shown in Table 7.
Table 6

A Brand or Product Advertised in Spanish Conveys More Information

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>30</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>50</td>
<td>54%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>9%</td>
</tr>
</tbody>
</table>

Table 7

A Brand or Product Advertised in English Conveys More Information

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Agree</td>
<td>69</td>
<td>74%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16</td>
<td>17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Although these data may seem contrary to prior research that indicates that to market to this demographic, marketers must approach it in a way that projects an identity that is Hispanic and American in equal measure (Arjona et al., 1998), other factors may need to be considered. For example, it is critical to understand the diversity among this demographic demonstrated through country of origin, degree of acculturation, and language usage levels, which can lead to a successful marketing campaign targeting generation i.
The results of the survey clearly indicate that of the 93 total respondents, although none of them were professional advertisers or marketers, 65% of them chose advertising in English with a Latin touch as the most effective way of reaching generation ft. This was followed by 30% of the respondents who chose bilingual advertising as the most effective way to market to this target audience. When they were asked why they chose these as the most effective ways to advertise to generation ft, many responded:

Bilingual Hispanics, who have primarily lived their lives in the United States, are more Americanized yet they feel strongly about their culture and background. Most young Hispanics who have been in the United States most of their lives prefer English to Spanish and are more fluent in English. Advertising to them in English therefore makes more sense, however advertisers need to keep Hispanic sensibilities in mind. English was my first language, I am more familiar with and more comfortable with being sold something in this language, or when it is a combination of both English and Spanish. We have to keep “American” in advertising because we live in here in the United States and we must live in society along with other Americans. English advertising with a Latin touch would appeal to those Hispanics who are immersed in the American culture but have Latin roots. Bilingual advertising targets both—Hispanics that were born here and those who just entered the U.S.

Furthermore, as indicated in Table 8, 81% of the respondents consider themselves to be part the acculturated segment which speaks both English and Spanish. The author
considers these data to be extremely important for marketers to realize because past research (Arjona et al., 1998) has indicated that marketers lose millions of dollars in sales by seeing this market as merely comprising of two groups, an isolated segment that speaks Spanish only, and a assimilated segment whose preferences are barely distinguishable from those of the general consumer market.

Table 8

Hispanic Segments

<table>
<thead>
<tr>
<th>Segment</th>
<th>N of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isolated segment (only speaks Spanish)</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Assimilated (preferences are barely distinguishable from the general consumer market)</td>
<td>17</td>
<td>18%</td>
</tr>
<tr>
<td>Acculturated (speaks both English and Spanish)</td>
<td>75</td>
<td>81%</td>
</tr>
</tbody>
</table>

Table 9

Internet Accessibility

<table>
<thead>
<tr>
<th>Region</th>
<th>N of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88</td>
<td>95%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

When the respondents were asked if they owned a computer, 87% responded yes. Of this group, 95% responded yes to having access to the Internet (see Table 9). This relates to a prior study conducted by Cheskin Research (Soliz, 2000) which indicates that the U.S.
Latino household computer penetration has increased by 68% in the last 2 years. In addition, when asked what portals they use, most of them responded with America Online, Yahoo, Microsoft Network, and Netscape among others. The author examined these data with that of prior research ("The Digital World," 2001) which indicates that Spanish-language portals are not the most popular among this generation and that Hispanic Internet users continue to prefer mainstream portals. Moreover, Research & Research, (Cohen, 2000) reports that the majority of users that are of this demographic prefer English websites.
Chapter V

CONCLUSIONS AND RECOMMENDATIONS

At the onset of her research, the author sought to focus on the preferences of generation \( f \). Based on the results of the survey and review of the literature, the author can conclude that first generation Hispanics are more likely to speak Spanish as an everyday necessity of communication, in other words, they do not know how to speak English. U.S. Hispanics of second generation Hispanics, otherwise referred to as generation \( f \), are more likely to speak Spanish for expressive pride and for identification with historical roots.

Both the literature and the data reveal that members of this generation are enjoying higher levels of educational attainment and have more access to technology making them more economically powerful. With products and companies trying to gain the recognition of consumer in a more competitive market, companies should start spending more to build and differentiate their brands. The literature also reveals that the same message does not work for everyone, which is an important aspect to recognize especially in this advertising-saturated world.

Future Study

As a result of her literature review and survey results, the author believes that there is a need for more qualitative research of the U.S. Hispanic market which would include questions such as: “Are we interested in respondents who rely on the Spanish language for their survival?” and “Are we interested in individuals for whom the Spanish language is the best way to touch emotional chords?” The author also believes future
studies should also explore the differences among members of generation x according to their location of residence or region.
References


Applebaum, S. (2000, September 11). The Hispanic marketing challenge; there's much more to luring the Latino audience to cable than just translating ads into Spanish. Cablevision, 30-31.


Romney, L. (2000, September 6). Group aims to connect Latino tech companies; Internet: New networking club hopes to raise profile of the firms and address the specific challenges they encounter [Home ed.]. *Los Angeles Times*, p. 1.


The Hispanic Outlook in Higher Education, 10, 52.
Appendix A

Survey
Generation II Survey

Please complete the following questions regarding generation II, the new cohort of U.S.
born Latinos with a median age of 26. This new demographic is generally bilingual and
navigate comfortably in both cultures, enjoy music in both languages, watch both English
and Spanish-language television. Thank you for participating in my study.

Statistical Information

Please check:
18-21 ___ 21-25 ___ 25-29 ___ 30-35 ___ 35 & over ___
Male ___ Female ___

Were you born in the United States? Yes ___ No ___
Are one or both your parents foreign-born? Yes ___ No ___

I consider myself: Hispanic, not American ___
Hispanic first, American second ___
American first, Hispanic second ___
Equally Hispanic and American ___
American, not Hispanic ___

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

1. Hispanics in the U.S. are finding ways to exist as American consumers without sacrificing their own culture or language.

2. It is important for me to be accepted by non-Hispanics.

3. Spanish is the language I prefer for every situation.

4. English is the language I prefer for every situation.

5. I have no preference for the language I use in every situation.

6. I often feel the need to demonstrate and sustain ethnic traditions and symbols.

7. Aspects of Hispanic culture are important to preserve.

8. The brand, in its advertising and labeling, helps me make an informed decision.

9. Once I find a brand I like, it is very difficult to get me to change brands.

10. I get more information about a brand/product when it's advertised in Spanish.

11. I am more inclined to purchase brands/products advertised in English.

12. Communicating in Spanish is not the only way to reach the U.S. Hispanic market.
13. Research shows these different ways to reach the U.S. Hispanic market. Please provide your personal opinion about what you think works best. Use a 1-5 scale, with 1 being the best and 5 being the least effective. A number can be used more than once.

- Advertising in Spanish only
- Translate English ad campaigns into Spanish
- English advertising/programming with a Latin touch
- Spanish advertising or programming in Spanish with an Anglo touch
- Bilingual advertising or print media (i.e.: Latina magazine)

14. For those you have given a rating of 1 or 2, why do you think they work best?

15. Research shows that Hispanics between the ages of 18-34 and born in the United States but of Hispanic descent are called generation II. Do you: (Check as many that may apply)

- Consider yourself part of an isolated segment that speaks only Spanish? Y N
- Consider yourself part of an assimilated English-speaking segment whose preferences are barely distinguishable from the general consumer market? Y N
- Consider yourself part of an acculturated segment who speaks both English and Spanish? Y N

16. Do you think in... (Please underline/circle)

- Spanish
- English
- Both

17. What do you prefer to watch? (Please underline/circle)

- Friends or Novelas
- Soccer or Football

18. What do you prefer to read?

- People or People En Español

19. Who would you prefer to listen to? (Please underline/circle)

- Ricky Martin or Rob Thomas
- Jennifer Lopez or Faith Hill
- Son By Four or NSYNC
20. What do you prefer to eat? (Please underline/circle)
Rice and beans or Macaroni & cheese
Arroz con Pollo or Lemon chicken

21. Did you vote in this past election? Y___ N___

22. Do you have a computer in your home? Y___ N___

23. Do you have Internet access? Y___ N___ If so what portal or service do you use? ________________

24. Do you purchase items online? Y___ N___

25. Do you prefer 'Hispanic' or 'Latino/a'? (Please underline/circle)

26. What is the latest movie you've seen? ________________________

27. Do you shop for the latest trends? Y___ N___ If so, what brands do you usually buy? ________________

28. Please check off your highest education level attained:
High school ___
College ___
Graduate School ___
Appendix B

Survey Cover Letter
March 5, 2001

Good afternoon,

My name is Cindy Pino and I am a graduate student at Seton Hall University in New Jersey. I would like to invite you to participate in a brief survey that I have prepared as part of my graduate thesis. The topic of my thesis, as well as the survey, is to determine the preferences of generation ì and how they impact U.S. society.

You have been specifically selected to participate in this research because whether you may be aware of it or not, you fit the profile of generation ì. This new cohort consists of individuals who are between the ages of 18-34, of Hispanic origin, but who were born in the United States and therefore navigate comfortably between both cultures.

Please note that your responses are anonymous. Only your individual responses will be compiled and analyzed for the thesis. I will appreciate your timely response, the deadline for completing the survey will be March 15, 2001.

You may open the document in Word, complete it, save it, and then e-mail it back to me. Please feel free to contact me if you have any questions regarding the survey or the thesis topic itself. You can e-mail me at cyndili@aol.com or call me at (973) 684-0157.

Thank you in advance for your cooperation!

Regards,

Cindy Pino