

## Spanish Television Hinder Hispanic Children's Bilingualism Development in Texas

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**Abstract:** Research on media exposure, especially televisions (TVs) has documented the positive impact of media on oral fluency development and language acquisition (Bittman, Rutherford, Brown, & Unsworth, 2011; Mendelsohn, Brockmeyer, Dreyer, Fierman, Berkule-Silberman, & Tomopoulos, 2010; Pandya, 2012). However, little attention has been paid to effects of Spanish-Speaking media, especially Televisions (TVs) on Hispanic children in a predominantly subtractive bilingualism. Thus, this qualitative study aimed to initiate the discussion on the role of the U.S. Spanish Speaking TVs in fostering bilingualism — biliteracy among Hispanic children. The following research question guided this query: To what extent does Spanish TV foster Hispanic children's heritage language (Spanish) development?

Findings suggested that the ratio of Spanish TV programs time-air for children is very low. Consequently, Spanish TV programs seem to be powerless in fostering Hispanic Children bilingualism-biliteracy development. Recommendations for elementary teachers of English language learners are drafted from the additive bilingualism perspective.

**Keywords:** Spanish Television, Spanish media outlets, bilingualism-biliteracy, Hispanic

### 1. Introduction

According to the National Center for the Education Statistics (2012), the number of English language learners (ELLs) has dramatically increased in the nation. Specifically, Texas is the second-largest state to have a large population of ELLs enrolled in public schools (Flores, Batalova & Fix, 2012), which is historically inhabited by Hispanics who mainly speak Spanish at home and within their communities. These ELLs often experience an achievement gap compared with their native-English-speaking counterparts (Sandberg & Reschly, 2011), poor

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educational outcomes and slow improvement on state assessments (Honigsfeld & Giouroukakis, 2011; Xu & Drame, 2008), as well as receiving inappropriate instruction in classrooms (Xu & Drame, 2008).

In addition, Reyna & Ekiaka (2012) research on vocabulary acquisition suggested that Hispanic elementary school children arrive at schools when they already lag behind in their first and second languages. Once being behind, they generally remain behind and suffer higher dropout rates as a result.

Research (Bittman, Rutherford, Brown, & Unsworth, 2011; Mendelsohn, Brockmeyer, Dreyer, Fierman, Berkule-Silberman, & Tomopoulos, 2010) on media exposure, especially television (TV), has documented media's positive impact on oral language development and language acquisition. For example, Alzboon, Irshid, Al-Slaihat, Attiat, & Alkhayat (2011) found that first secondary students watched various TV programs to increase their language achievement. Although researchers have written about mainstream English media, especially targeting infants and toddlers (Mendelsohn, Brockmeyer, Dreyer, Fierman, Berkule-Silberman, & Tomopoulos, 2010; Vaala, Linebarger, Fenstermacher, Tedone, Brey, Barr, Moses, Shwery, & Calvert, 2010), little attention has been paid to ethnic media.

Our own research findings (Feng & Ekiaka, 2010) published by the MEXTESOL Journal suggested that new Chinese immigrant students spent an average of 6.04 hours daily being exposed to ethnic media which helped them strengthen their heritage language and cultural fluency and proficiency. Given the fact that many Spanish-speaking children live in subtractive bilingualism settings (Subtractive bilingualism means that becoming monolingual in English), a deeply embedded in the ecological system (including K-12 school systems), they were practically forced to become monolingual in English quickly. Therefore, the authors wonder if age-appropriate Spanish-language TV is available in the current U.S. media market for Hispanic children as an opportunity to enhance their heritage language learning.

This paper examined the messages contained in Spanish-language TV to evaluate the power of Spanish TV programs in strengthening the Spanish language among Hispanic children (US and Foreign-born). We attempted to answer one fundamental question: To what extent does Spanish-language TV foster Hispanic children's heritage language (Spanish) development? Certainly, the answers to this aforementioned question evoke parental awareness, spark interest, and stimulate critical thoughts and discussions regarding the role of Spanish-language TV in strengthening Hispanic children's heritage language in a predominantly subtractive bilingualism setting. For this reason, we examined the contents of 16 Spanish-language TV programs in order to determine the types of messages Hispanic children are watching. To that end, this study employed an ethnographic content analysis (ECA) or qualitative document analysis to examine the content presented in Spanish-language TV and targeted audiences.

To help our readers better understand the structure of this article, first we will provide an overview of some studies related to the topic of inquiry before describing our research methods. Afterwards, we will present the findings of our qualitative document analysis and recommendations for parents, teachers, and Spanish-speaking TV business, bearing in mind that the terms It is worth to underline that the terms Spanish TV, Spanish TV programs, Spanish TV channels, Spanish-language TV and Spanish-language TV programs are used interchangeably in this paper.

## **2. Literature Review**

Even though there were some debates as to whether children younger than two should watch any TV or

media (Linebarger, 2004), several studies (Alzboon, Irshid, Al-Slaihat, Attiat, & Alkhayat, 2001; Krcmar & Grela, 2004; Krcmar, Grela, & Lin, 2007) have shown that media, in general, and television, in particular, to be related to toddlers, infants or children's early language learning. In high-order communication skills research, Krcmar, Grela, & Lin (2007) described 46 preverbal toddlers' (15-24 months) vocabulary and investigated the roles of TV watching affecting toddlers' development of novel words. Toddlers were introduced target words in five different conditions: (a) adult in video, (b) children's program, (c) joint reference, (d) discrepant reference, and (e) no word. Results show that the joint reference condition which was the combination of face-to-face adult-to-child interaction and adults in video helped toddlers effectively identify the target words.

Rather than simply claiming that linguistic input from TV is associated with increases or decreases in young children's language outcomes, program types and videos are important resources to benefit from. Linebarger (2004) examined different types of educational TV programs on children's communication skills and found that watching certain TV programs were positively/negatively related to vocabulary size or expressive language use depending on language-promoting strategies employed in TV programs. She further concluded that "content matters most, especially for the youngest children who have a significant dearth of experience. Children will learn whatever they are allowed to view. It is up to parents, educators, and producers to provide them with the best and most appropriate content possible" (p. 21). Based on the above literature, it might be stated that mainstream English-language TV and media could be very effective tools for English language learning when program types, language-promoting strategies, and adult-and-child interactions are taken into account.

Some scholars (Alzboon, Irshid, Al-Slaihat, Attiat, & Alkhayat, 2001; Krcmar & Grela, 2004; Krcmar, Grela, & Lin, 2007; Mahtani, 2008) also have documented the importance of English-language media in minorities' socio-cultural identities. A claim (Krcmar, Grela, & Lin, 2007) has been made that mainstream English-language media provide sources of information regarding "immigration patterns and ideologies of assimilation, integration, and segregation" (Mahtani, 2008, p. 640). In other words, when minorities are shown in English-language media, it is primarily in news and stories about immigration. However, Larson (2005) found that minorities are excluded from English-language media, which set them apart from out-group people and reinforce the 'disconnect' between minorities and mainstream media (Nguyen, 1999). Such exclusion "reinforced their low status and signified exclusion from American society, because the function of news is to reflect social reality" (Larson, 2005, p. 82).

Baffoe (2012) and Mahtani (2008) further argue that racial minorities have been underrepresented and misrepresented in mainstream English-language media. Due to negative news, portrayals, images, and identities of people of color, some individuals envisage that minorities are threats to the social structure, inscrutable, dangerous, and linked to criminal activities and deviant patterns of behavior (Aguirre, Rodriguez, & Simmers, 2011; Larson, 2005; Mahtani, 2008; Nguyen, 1999). Mastro & Tukachinsky's (2011, p. 916) literature review illustrates that unfavorable and inaccurate racial/ethnic stereotypes in media lead to the cultivation of negative perceptions towards minorities. Mahtani (2008) also found that English-language media does not provide spaces where minorities could see their ethnic, cultural and immigrant identities as well as rich social life in the United States. The negative effects of TV on children's beliefs and perceptions are also documented. "[W]hat children think of various ethnic minorities such as blacks, Hispanics, or Asian Americans is often influenced by what they see on television programs and advertising" (Hae-Kyong & Reece, 2003, p. 42). Perhaps, issues that are of concern to minority groups and communities in the United States get very little attention in the mainstream English language media. It therefore behooves minorities to seek their ethnic media to connect themselves to their ethnic society (Zhou & Cai, 2002).

Recently, ethnic media continue to grow at an extraordinary pace in America society, especially Spanish-language media (Campo-Flores, 2007; Canto, 2005; Min & Guoxuan, 2002; Nealy, 2008). Ethnic or foreign-language media are increasingly being recognized as an important tool to develop individuals' language and cross-cultural competences and own identity (Cormack, 2005). For example, Min & Guoxuan (2002) found that "In its increasing proportion of local reporting or locally produced programming, the ethnic media fulfills an important function as an information agent by keeping immigrants of diverse backgrounds well informed of their two social worlds" (p. 432). Involved minorities are privy to information about how they adapt to mainstream society and culture as well as developments of their country of origin, which are not covered in mainstream media (Nguyen, 1999). And "it is extremely important to be aware and informed of the news in both cultures because of their daily involvement in both societies" (p. 44), Nguyen (1999) said. Minorities also rely on ethnic media to reach their ethnic groups and communities.

Nguyen (1999) stated that even though the establishment and availability of ethnic media is varied among different ethnic groups, there are still some characteristics. He further summarized the following: "In the early stages of most ethnic media, print is the primary medium due to the support from parent companies overseas, low printing and distribution costs, and a high literacy rate among new immigrants. Broadcast media is slower to emerge because of difficulties in distribution, with the exception of Hispanic media. With the emergence of cable and satellite TV, in-language media has overcome early-stage obstacles and could feasibly surpass in-language print media within a few years" (p. 44)

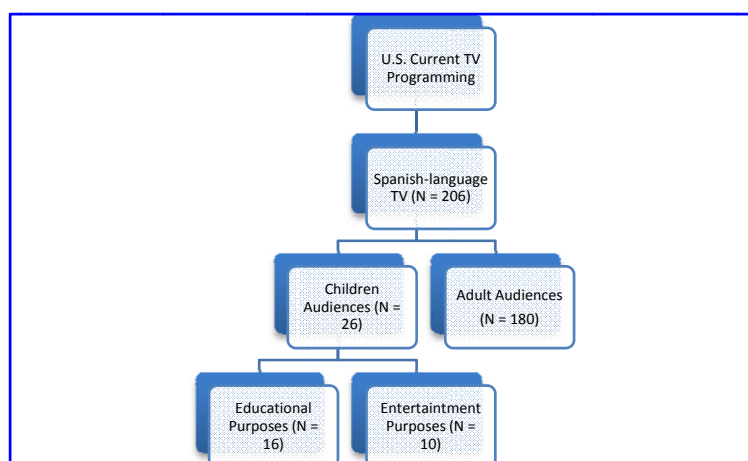
In this study, the authors analyzed Spanish-language TVs broadcast in basic cable package in South Texas region (South of Austin-Houston to the Mexican Border) to evaluate their impact on fostering Hispanic children's bilingualism in a predominantly subtractive setting where they are implicitly and explicitly forced to become monolingual in English quickly.

### **3. Method**

This research project employed an ethnographic content analysis (ECA) or qualitative document analysis to examine the content presented in Spanish-language TVs and targeted audiences. The emphasis of ECA is on "concept development, data collection, and emergent data analysis through repeated study of the content" (Gormly, 2004, p. 223). An ECA is used to collect numeric and narrative data when studying documents like TV new and movies (Altheide, 1987).

To obtain the sample, apurposeful sampling was selected. For this qualitative study the selection of TV programs was based on the following criteria: (1) Spanish-language TV programs, (2) children TV programs, and (3) educational TV programs.

In the process of data collection, the authors calculated the total numbers of Spanish-language programs available from TV, and 206 results were found. These Spanish-language TV programs were classified into two as adults and children, and 26 results that targeted children audiences were found. In order to narrow the sample, of 26 children's TV programs, 16 Spanish-language TV programs were selected for the sample because those were identified as educational purposes and met the above criteria. The selections of numbers of sample are illustrated in the Figure 1 below.



**Figure 1** Current Spanish-language TV Programs in U.S. (First Quarter of Year 2013)

#### 4. Findings

Table 1 provides a summary of a list of Spanish-language TV programming, hours and days. The findings of this study show that all children's TV focuses heavily on entertainment and commercial advertisement, and only a few TV programs focus on education. Of the educational TV, it only targets children aged 5 to 12. The authors will then briefly describe content coverage in Spanish-language TV in the United States following by the Table 1.

**Table 1** Content Coverage of Spanish-language TV in U.S. (First Quarter of Year 2013)

Summary		
Channel	Hours	Day
Univision	3	Saturday
Galavision	22	Monday to Friday
Azteca America	22	Monday to Friday and weekends
Telemundo	6	Weekends
Telefutura	18	Weekends

##### 4.1 Univision

Planeta U (English: "Planet U"), usually called TuPlaneta U (English: "Your Planet"), is a three-hour block of children's programming that airs on Saturday mornings in the Spanish language.

**Table 2** 3 Hours of Children's Programs in Spanish TV on Saturdays (First Quarter of Year 2013)

Schedule	Lunes	Martes	Miercoles	Jueves	Viernes	Sabado	Domingo
6:00 AM	TuDesayunoAlegre	TuDesayunoAlegre	TuDesayunoAlegre	TuDesayunoAlegre	TuDesayunoAlegre	TuDesayunoAlegre	TuDesayunoAlegre
7:00 AM	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	Crema de Concha de Nacar	Crema de Concha de Nacar
8:00 AM	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	Planeta U	Vecinos 1
8:30 AM	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	Planeta U	Vecinos 2
9:00 AM	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	Planeta U	Para Volver a Amar
10:00 AM	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	DespiertaAmérica	Planeta U	Al Punto
11:00 AM	Casos de Familia	Casos de Familia	Casos de Familia	Casos de Familia	Casos de Familia	Crema de Concha de Nacar	RepúblicaDeportiva 1

## 4.2 Galavisión

During this ECA, the following TV programs were the only ones targeting children broadcasted in Galavisión: Chespirito, El Chapulín Colorado; El Chavo del 8 and La Güereja y algomás. According to IMBd (2012), Chespirito is a sketch-based comedy for mature kids because it has some political humor. Roberto Gomez Bolaños is one of the most important comedians in Mexican history and the Top-10 of Mexican comedians. His sketches are based on the best known characters, El Chavo (the kid), El Chapulin Colorado (the red cricket), Chompiras (this is not a word). These characters are really funny and make good physical comedy. This successful show has been translated to Chinese, Russian, French, English and Italian.

In the same vein, “El Chapulín Colorado was a television series, both created and played by Chespirito. It was a parody of superhero shows like Superman and Batman. A typical episode would have some person get in some kind of trouble and then say out loud, “Oh! and who can help me now?” and the Chapulin Colorado would burst in through the nearest door or window. He would be dressed in red tights and yellow shorts and he had a big yellow heart on his chest with the letters “CH” in red which stood for Chapulin (Mrotek, 2012). Similarly, Roberto Gomez Bolanos starred El Chavo del 8 which depicted the funny and touching stories of a poor, orphan and disaster kid called “Chavo” in a poor neighborhood (IMDB, 2012).

Besides Bolanos’ series, La Güereja y algomás portrayed a 4-year-old Mexican girl who goes to school but whose home life tends to be a little wacky. La Güereja’s hair is in two ponytails, and she wears a long dress. After three seasons, this TV program underwent a major change. It became *Güereja de mi vida*. Castro was the only supporting cast member returning from the previous series. The *La Güereja* series was one of two Televisa series appearing in which adult actors played children. See Appendix #1 for a complete Galavisión, Azteca America, Telemundo and Telefutura programming.

## 5. Discussion

Our contention must be presented in three intertwined contexts: historical, political and socio-cultural. It must also be understood that Spanish-language television in the United States is a reflection of what is produced by Latin American media giants with the mindset of a population strictly and evidently adhered to their geopolitical space and needs — which may fall far away from the experience of Hispanics in the U.S. Moreover, television productions made in Mexico rebroadcast in the United States impact a nostalgic population that is historically trained to be subservient in their places of origin, as opposed to programming which is both educational and inspirational.

Also historically, the production of television programs in Mexico has been attached to a political motive, simply because “Television is the most powerful medium of mass culture in Mexico” (Ross, 2003, p. 81). Additionally, the programs seemingly enjoyed by all demographic segments are designed to perpetuate such relationship between the television industry and the Mexican government. In this framework, entertainment and news productions are geared to satisfy the financial needs of media outlets and the government’s strategy to retain control of mass culture.

Evidence of this premise is very well known by Mexican historians, political researchers, journalists, and the population at large. One small example occurred in the northern town of Juarez, in 1983, during the mayoral election which, in retrospect, ended decades of the Revolutionary Party’s (PRI) monopoly in power. A television reporter armed with the now defunct ENG Ikegami camera covered that election and was able to capture images

of Mexican soldiers taking away ballot boxes from electoral precincts. Such action by uniformed servants of the country could hardly be misinterpreted or misconstrued. The election was a breaking point in Mexican politics and the result of years of activism by the opposing National Action Party (PAN) in that U.S.-Mexico border town. By the time the reporter got back to the TV station on the next business day, he had lost his job and had been asked to surrender the videotape containing such images. Such scenario is not novel; and, it serves as evidence that government and the private media enterprise are colluded in a large-scale strategy to dominate the population. Nothing in that context can possibly absorb the possibility of *educational television programming*; much less when the content is absorbed “as is” by Spanish television networks operating in the United States.

The essence of the television industry in Mexico (from its beginnings to present time) shares a structure that belongs to the government and that, by many measures, has remained stagnant for decades. The recent incarceration of one of the most powerful figures in Mexico's educational secretariat is also an element of a story which implicitly points to a historical divide between television production and education, if such far-fetched link ever even existed.

Our literature review points in two directions: one, mainstream television in the U.S. is not inclusive or progressive and it aligns itself with the social features of the predominant White culture; two, Spanish TV in the U.S. is not designed for Hispanics in general, 2d or 3d generation Hispanics or even Latin American audiences who are considered new arrivals. There is one protruding aspect in both instances: U.S. television production (or in Mexico for that matter) does not concern itself with its impact on the education of its audiences, children or adults, as our investigation shows.

As we discuss next in our conclusion, television content in the United States should undergo a meaningful reform if media is to play an integral part of a society bombarded with superficialities and trivial matters. The influence of television programming on our population is far more severe than the content included in any course, at any level, anywhere in the country, for any kind of student. More importantly, education is not a requirement of the FCC as much as, say, public service announcements or public affairs programs — both a must under federal law regulating TV stations.

## 6. Conclusions & Recommendations

Based on an accumulated experience in television programming as well as TV audience in Mexico and the United States, the authors' conclusion must be seen as a proposal: a comprehensive view of how U.S. television (mainstream or Spanish) is uninterested in educational goals for a population which is constantly and increasingly reaching out to media for professional, cultural and even personal needs. Television is naturally linked to education; people look up to characters on screen and on-air personalities with the intent of searching for their own identity or trying to create one (Comstock & Scharrer, 2010).

It does follow from the above that the “role of social cognition” (pp. 282–288) is now a validated element which can be used to promote the reform of broadcasting laws; we believe these should be more aligned with the educational goals of our country. Of course, our intent is not to promote the end of commercialization or marketing; however, we do believe television should play a more important role in the education of the U.S. population, particularly the focus of this study: Hispanic children.

The current findings are aligned with previous literature that suggested that Spanish-language media outlets in general and TV in particular, have continued to grow in mainstream society (Campo-Flores, 2007; Canto, 2005;

Nealy, 2008). But it is not being used to its fullest potential to help Mexican American children maintain and develop their Spanish language and culture. We propose it has not been used at all, in any capacity. Actually, documental analysis suggested two critical gaps related to this topic of inquiry.

First, most Spanish-language media hit the airwaves, offering entertainment and advertisement instead of education as well as targeting young adult is and adults instead of children. Second, inevitably, English-language TV programming is still the predominant outlet in the U.S. media market. Concern about the dramatic decrease in Mexican American children's exposure to Spanish-language media has prompted a vigorous debate on the positive and negative effects of English-language TV and media on young viewers from Spanish speaking families.

The fact is Children English-Language TV is currently benefiting from the empty media space that Spanish Televisions are not targeting. In other words, this media hole, created by the absence of Spanish-speaking children TV programs/Channels, is well used by mainstream English TVs (with higher ratios time — air devoted to children) which hinder Hispanic children's bilingualism-biliteracy development in a heavily subtractive bilingualism setting. Therefore, by devoting a limited amount of programs and time — air targeting Spanish-speaking children, Spanish Media outlets, mainly the Mexican-leaning ones, are ipso facto hindering Hispanic children, especially Mexican and Mexican Mexican-American ones, bilingualism-biliteracy development.

Based on the foregoing conclusions and relevant literature, the following recommendations are made:

(1) The United States government should prioritize the reform of its broadcasting laws in order to make education an element of media, in general.

(2) Media organizations should provide minority groups with spaces that they could (a) see their life or themselves represented in mainstream English-language media, (b) feel they belong and are integrated into the mainstream society, (c) receive fair media access (Brown, 2011; Tsfaty, 2007).

(3) With respect to the diversity in media, individuals who control media outlets in South Texas should take the differences, perspectives, and voices of minority groups into account. Nguyen (1999) reminded us "Just look around. The reality now is diversity. And in order to have diversity, you must first have differences in culture and the attitudes, opinions and beliefs that shape it. And so, while the world still could sing in perfect harmony, the lyrics would surely be a cacophony" (p. 44).

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**Appendix 1 Some Spanish TVs Weekly Programming Schedule (First Quarter of Year 2013)**

Schedule	Lunes	Martes	Miercoles	Jueves	Viernes	Sabado	Domingo
6:00	Chespirito	Chespirito	Chespirito	Chespirito	Chespirito	Infomercial	Infomercial
7:00	El Chapulín Colorado	El Chapulín Colorado	El Chapulín Colorado	El Chapulín Colorado	El Chapulín Colorado	Infomercial	Infomercial
8:00	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	Infomercial	Infomercial
8:30	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	Infomercial	Infomercial
9:00	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	Infomercial	Infomercial
9:30	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	PrimeroNoticias	Casa Al Día	Vida Natural Detrás de las Cámaras
10:00	El Mañanero	El Mañanero	El Mañanero	El Mañanero	El Mañanero	Delicioso	Vida Salvaje
11:00	Chespirito	Chespirito	Chespirito	Chespirito	Chespirito	Mojo	Se Vale
12:00	La Rosa de Guadalupe	La Rosa de Guadalupe	La Rosa de Guadalupe	La Rosa de Guadalupe	La Rosa de Guadalupe	NetasDivinas	Se Vale
13:00	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Galacinema: La Chilindrina en Apuros	Se Vale
14:00	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Hasta Que El Dinero Nos Separe	Galacinema: La Chilindrina en Apuros	Se Vale
15:00	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	Una Familia de 10	Vecinos
15:30	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	HOY (Lo Mejor de Hoy)	Una Familia de 10	Vecinos
16:00	SabíasQué	SabíasQué	SabíasQué	SabíasQué	SabíasQué	Parodiando	Galacinema: La Misma Luna
16:30	Noticiero con Lolita Ayala	Noticiero con Lolita Ayala	Noticiero con Lolita Ayala	Noticiero con Lolita Ayala	Noticiero con Lolita Ayala	Parodiando	Galacinema: La Misma Luna
17:00	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Parodiando	Galacinema: La Misma Luna
17:30	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Noticiero con Paola Rojas	Parodiando	Galacinema: La Misma Luna
18:00	Detrás del Saber	Detrás del Saber	Detrás del Saber	Detrás del Saber	Detrás del Saber	Vecinos	La Cantina del Tunco Maclovich
18:30	La Güereja y Algo Más	La Güereja y Algo Más	La Güereja y Algo Más	La Güereja y Algo Más	La Güereja y Algo Más	Vecinos	La Cantina del Tunco Maclovich
19:00	El Chavo	El Chavo	El Chavo	El Chavo	El Chavo	LuchaLibre CMLL	MLS Regular Season Chivas USA vs. FC Dallas
19:30	Cero En Conducta	Cero En Conducta	Cero En Conducta	Cero En Conducta	Cero En Conducta	LuchaLibre CMLL	MLS Regular Season Chivas USA vs. FC Dallas
20:00	El Chavo	El Chavo	El Chavo	El Chavo	¡Mira QuiénBaila!	Lo Mejor de Aquí y Ahora	MLS Regular Season Chivas USA vs. FC Dallas
20:30	La Hora Pico	La Hora Pico	La Hora Pico	La Hora Pico	¡Mira QuiénBaila!	Lo Mejor de Aquí y Ahora	MLS Regular Season Chivas USA vs. FC Dallas
21:00	Vecinos	Vecinos	Vecinos	Vecinos		Detrás del Saber	Los Héroes del Norte 2 Epis. 3
21:30	SabíasQué	SabíasQué	SabíasQué	SabíasQué		Detrás del Saber	Los Héroes del Norte 2 Epis. 3

**Spanish Television Hinder Hispanic Children's Bilingualism Development in Texas**

**Azteca América**

Schedule	Lunes	Martes	Miercoles	Jueves	Viernes	Sabado	Domingo
5:00	Lo que Callamos las Mujeres	Lo que Callamos las Mujeres	El Milagro de los Santos	El Milagro de los Santos	El Milagro de los santos	Yacayorenovad o	Los 25 mas
5:30	Lo que Callamos las Mujeres	Lo que Callamos las Mujeres	Ventaneando America	El Milagro de los Santos	El Milagro de los santos	Yacayorenovad o	Los 25 mas
6:00	TeCaché	TeCaché	TeCaché	TeCaché	TeCaché	Se Vale Soñar	Se Vale Soñar
6:30	TeCaché	TeCaché	TeCaché	TeCaché	TeCaché	Se Vale Soñar	Se Vale Soñar
7:00	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida
7:30	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida
8:00	Reino Animal	Reino Animal	Reino Animal	Reino Animal	Reino Animal	Super Libro	Super Libro
8:30	Cybercuates	Taxi Libre	A la mexicana	Taxi Libre	Yacayorenovad o	Cybercuates	Cybercuates
9:00	Se Vale Soñar	Se Vale Soñar	Se Vale Soñar	Se Vale Soñar	Se Vale Soñar	Safari Tracks	Safari Tracks
9:30	Se Vale Soñar	Se Vale Soñar	Se Vale Soñar	Se Vale Soñar	Se Vale Soñar	Reino Animal	Reino Animal
10:00	TeCaché	TeCaché	TeCaché	TeCaché	TeCaché	Taxi Libre	Taxi Libre
10:30	TeCaché	TeCaché	TeCaché	TeCaché	TeCaché	Yacayorenovad o	Yacayoreno vado
11:00	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	TeCaché	TeCaché
11:30	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	Cambio de Vida	TeCaché	TeCaché
12:00	HistoriasEngarz adas	Vidas la limite	Los 25 mas	Vaqueva	La historia detras del mito	Taxi Libre	Taxi Libre
12:30	HistoriasEngarz adas	Vidas la limite	Los 25 mas	Vaqueva	La historia detras del mito	A la mexicana	A la mexicana
13:00	Emperatriz	Emperatriz	Emperatriz	Emperatriz	Emperatriz	La vida es una cancion	Los 25 mas
13:30	Emperatriz	Emperatriz	Emperatriz	Emperatriz	Emperatriz	La vida es una cancion	Los 25 mas
14:00	Cosas de la Vida	Cosas de la Vida	Cosas de la Vida	Cosas de la Vida	Cosas de la Vida	Hit M3	Venga el Domingo

**Spanish Television Hinder Hispanic Children's Bilingualism Development in Texas**

**Telemundo**

Schedule	Lunes	Martes	Miercoles	Jueves	Viernes	Sabado	Domingo
12:00	Yo Me Llamo	Decisiones	Futbol Estelar Chivas - Chivas De Guadalajara Vs Tigres	Debate Presidencial	Decisiones	Decisiones	12 Corazones
12:30		Decisiones		Decisiones			
1:00							
1:30							
2:00							
2:30		Decisiones					
3:00	CINE:MOVIL PASIONAL	CINE:LA VIUDA BLANCA	CINE:LA EMPRESA PERDONA UN MOMENTO DE LOCURA	CINE:LOS CORROMPIDO S	CINE:NADIE TE QUERRA COMO YO	CINE:VERAN O ARDIENTE	CINE:LA HERMANIT A DINAMITA
3:30							
4:00							
4:30							
5:00							
5:30							
6:00	AmarteAsi	AmarteAsi	AmarteAsi	AmarteAsi	AmarteAsi		
6:30							
7:00	Un Nuevo Día	Un Nuevo Día	Un Nuevo Día	Un Nuevo Día	Un Nuevo Día		
7:30							
8:00							
8:30							
9:00							
9:30							
10:00	Decisiones	Decisiones	Decisiones	Decisiones	Decisiones	Raggs	Raggs
10:30	El Secretario	El Secretario	El Secretario	El Secretario	El Secretario		
11:00	Dondeesta Elisa	Dondeesta Elisa	Dondeesta Elisa	Dondeesta Elisa	Dondeesta Elisa		
11:30							
12:00	VirgenMorena	VirgenMorena	VirgenMorena	VirgenMorena	VirgenMorena	Nítido	Enfoque
12:30							RitmoDeporti vo
13:00	Hablemos Claro con Cuauhtemoc	Hablemos Claro con Cuauhtemoc	Hablemos Claro con Cuauhtemoc	Hablemos Claro con Cuauhtemoc	Hablemos Claro con Cuauhtemoc	Descontrol	CINE:KING KONG
13:30							
14:00	12 Corazones	12 Corazones	12 Corazones	12 Corazones	12 Corazones	CINE:HAUNT ED MANSION	
14:30							

## Spanish Television Hinder Hispanic Children's Bilingualism Development in Texas

### Telefutura

Schedule	Lunes	Martes	Miercoles	Jueves	Viernes	Sabado	Domingo
6:00	¡QuéLocura!	¡QuéLocura!	¡QuéLocura!	¡QuéLocura!	¡QuéLocura!	ProgramaComercialPagado	ProgramaComercialPagado
7:00	Veredicto Final	Veredicto Final	Veredicto Final	Veredicto Final	Veredicto Final	Plaza Sésamo	Plaza Sésamo
8:00	Locura De Amor	Locura De Amor	Locura De Amor	Locura De Amor	Locura De Amor	Reino Animal	Aventura Animal
9:00	Desayunando con las estrellas: Bajo Las Riendas del Amor					Reino Animal	Cine en Familia: Los Cuatro Mosqueteros
10:00						Cine en Familia: Fluke Un Tiro de Suerte	Cine en Familia: Los Cuatro Mosqueteros
11:00	Almorzando con las estrellas: Nunca Te Olvidaré					Cine en Familia: Fluke Un Tiro de Suerte	Cine de Familia: Mi Amigo Shilo 3: Salvando A Shilo
12:00						Cine en Familia: El Gran Derby	Cine de Familia: Mi Amigo Shilo 3: Salvando A Shilo
13:00	Mujer Casos de la Vida Real	Mujer Casos de la Vida Real	Mujer Casos de la Vida Real	Mujer Casos de la Vida Real	Mujer Casos de la Vida Real	Cine en Familia: El Gran Derby	Cineplex: Vigilantes de las Calles
14:00	¿Quién Tiene La Razón?	¿Quién Tiene La Razón?	¿Quién Tiene La Razón?	¿Quién Tiene La Razón?	¿Quién Tiene La Razón?	Cineplex: Con La Frente en Alto: La Venganza	Cineplex: Vigilantes de las Calles
15:00	Laura	Laura	Laura	Laura	Laura	Cineplex: Con La Frente en Alto: La Venganza	Cineplex: Enemigo en La Mira
16:00	Laura	Laura	Laura	Laura	Laura	Cineplex: Asesino A Sueldo	Cineplex: Enemigo en La Mira
17:00	El Chavo	El Chavo	El Chavo	El Chavo	El Chavo	Cineplex: Asesino A Sueldo	Cineplex: Viaje Mortal
18:00	Carita de Ángel	Carita de Ángel	Carita de Ángel	Carita de Ángel	Carita de Ángel	Rompiendo Límites	Cineplex: Viaje Mortal
19:00	Cineplex: El Dorado	Cineplex: El Castigador: Zona de Guerra	Cineplex: Kennedy: La Pregunta No Quiere Callar	Cineplex: Eragon	Cineplex: Jack Hunter y La Estrella Celestial	Choques Extremos	Cine de las estrellas: Cazadores A Sueldo
19:30	Cineplex: El Dorado	Cineplex: El Castigador: Zona de Guerra	Cineplex: Kennedy: La Pregunta No Quiere Callar	Cineplex: Eragon	Cineplex: Jack Hunter y La Estrella Celestial	Fútbol Central	Cine de las estrellas: Cazadores A Sueldo

Note: Spanish TV programs targeting children are highlighted in yellow.