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**LINGUISTIC AND LANGUAGE CAREER**



**DEGREE**

**THE USE OF INFORMAL APPELLATIVE SPEECH AS A STRATEGY TO PERSUADE  
CUSTOMERS: A STUDY CONDUCTED IN THE “OPEN AIR MARKET RODRIGUEZ  
IN THE CITY OF LA PAZ”**

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***DEDICATORY***

*To my mother and father,  
for all the support they gave me  
throughout this process, for the patience and  
understanding they gave me.*

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## **ABSTRACT**

In Bolivia there are different dialects according to region; among the most important are the cruceñismos, tarijeñismos and paceñismos, these dialects are subdivided into jargons. In La Paz city there are several linguistic jargons one of the most common is the jargon used by informal traders, they use an informal speech created by them.

The present research is a sociolinguistic study, which is based on informal speech and its characteristics, the study describes the way to speak of a traders' group to persuade people. This study is carried in Rodriguez market of La Paz city.

These traders use informal appellative speech as sales strategy that they use every day, because this speech is a way to promote the products and increase their sales, but if they use another speech they not have the same result, due to fact that this speech have different connotation.

## INTRODUCTION

In Bolivia there are many linguistic varieties because it is a multicultural and multiethnic country, for this reason Bolivia has many linguistic varieties for example the cruceñismos, tarijeñismos, and paceñismos; all these are dialects used according to the regions, therefore. The dialect of La Paz city has great linguistic richness, because there are many linguistic varieties, this study focuses on the way of speaking of a group of people from this city.

The present research describes the speech type used by informal traders, this way of speech is reflected when the traders direct towards their customers using the informal appellative speech, which becomes the main object of study of this research, the way of speaking of these traders contains a great linguistic variety with nuances of the regional dialect, which are used continuously in their work places.

There are various types of speech, but the research focuses on one of them (informal speech), for this purpose the informal appellative speech is analyzed and described in this work. So the traders' speech are the units of study, who provide us with the information required for the development of this work, they use a unique speech type which is a mix of linguistic varieties from this region, such as, the combination of dialects, idioms and loan native words (According to its origin) such as the Quechua and the Aymara. To illustrate this speech type commonly used by traders we have the next example:

- “Caserito cómprame no mas pues, bien yapadito siempre te wa a dar”

This type of speech is commonly used by traders when making their sales, nevertheless they can use another variation with the same structure. In order to

support the theoretical basis of the research it is necessary to consult several books, articles, magazines and abstracted information of the Internet of several authors who based their studies in the field of discourse analysis, thus all information obtained maintains relation with the work.

The research is based on the study of the language and its linguistic varieties known as dialects in the different regions in which it is used, in addition the use of the language changes from one social group to another, these sociolects are the object of study of sociolinguistics. Due to the nature of the research the qualitative methodology is used, which provides data from the study subjects for the analysis and subsequent description of the results.

# CHAPTER I

## PROJECT PROPOSAL

### 1. PROBLEM STATEMENT

One of the most popular markets in the city is the Rodríguez market, where traders of different products start their activities every day early in the morning, most of these traders have native descent and many of them come from different regions of Bolivia, in this market there are traders from different regions with different languages and dialects, however they have something in common they use the same informal appellative speech to sell their products, this type of speech has an impact on consumers, the traders use informal appellative speech in order to persuade their customers at buying their products, they use this speech as a tool many decades ago. This way of speech has linguistic richness that to date has been not documented, for this reason, further studies should be carried out to keep alive the linguistic varieties of our city.

This study is based on informal appellative speech and all its characteristic as the advantages, disadvantages, cause and effect. Therefore, it describes and analyzes the way of speaking of a traders ´group in their workplace, this speech has repercussion on the people because the traders speak with a persuasive sense in order to get the attention of their clients, for example, the use of the informal speech is very common in the popular markets, frequently, it is heard a dialogue between traders and customers, as follows:

Trader: *“Caserito cómprame no más pues patroncito, bien yapadito siempre tewa dar”*

Customer: *“A como es case”*

In this dialogue it is observed that traders use an informal appellative speech as a strategy to persuade clients, for this purpose, they use a combination of words, composed of idioms, native words and affective words that together form a prayer of persuasion. One of the most notable characteristics in this type of speech is its informality with a persuasive sense. This speech has more pragmatic use than formal speech in this market, at present few social groups use formal speech; like the writers of academic texts, political representatives, television presenters and etc.

## **2. RESEARCH QUESTION**

The research question is established through a brainstorming of the linguistic phenomena that occur in our environment; this idea arises from the needs of knowing our regional language that differs from other dialects of our country. Thus, the informal speech of traders is the main object of study and analysis, for this reason the formulation of the problem is as follows:

- *How often the traders use of informal appellative speech to persuade customers?*
- *How do the traders build up their appellative speech in their lexical competence?*

## **3. OBJECTIVES**

### **3.1. General objective**

- To describe how often traders use informal appellative speech as sales strategy and determine the lexical construction of this speech.

### **3.2. Specific objective**

- To describe types of appellative speech using by traders.
- To describe influence of idioms on informal appellative speech.
- To describe influence of native words on informal appellative speech.

- To determine the kind of suffix that traders use in speech.

#### **4. JUSTIFICATION**

Currently, the power of informal speech is one of linguistic phenomena most studied in other countries, this speech is classified according to the common interests of people, also, it is classified according to their regional dialects. Among the dialects most important in Bolivia are the cruceñismos, tarijeñismos and paceñismos, these dialects are subdivided into jargons, in La Paz city there are several linguistic jargons one of the most common is the jargon of the traders, they use an informal speech created by them.

The population of informal traders is increasing due to constant migration from countryside to city, it happens from many decades ago until to present days, this social group is made up of people from different regions, The speech used by this social group has great linguistic richness, but unfortunately there are few studies about these pragmatic facts. Nevertheless, it is very common to hear this type of speech in markets of city.

The Rodríguez market is one of the best known of La Paz city where hundreds of consumers buy their food, in this market, sellers and buyers start their business transactions using informal appellative speech, the traders frequently use this speech as a lexical tool.

The lack of studies on informal appellative speech and the necessity to document this linguistic variety of the city are the reasons for the elaboration of this thesis, also, this research contributes to preserve part of linguistic culture of La Paz city.

#### **5. HYPOTHESIS**

*“The traders of Rodríguez market use frequently informal appellative speech as strategy of persuasion with their customers in the development of commercial transaction, also, they*

*build their lexical competence which have combination of idioms, native words and semantic changes of some words according to the region.*

*So, this speech is used by traders as marketing strategy, usually when they are making their sales, but if they use other strategy as formal speech, they do not get a favorable response of the costumers, because formal speech is less affective and is not very receptive for customers”.*

Credit-source own.

## **6. LIMITATIONS**

The Rodríguez market has a two-story construction with an approximate area of 5000 meters and has 600 members, but on weekends and fair days the number of traders that settle in the streets surrounding the market doubles. These affiliate traders are comprised of sellers of meat, vegetables, fruits, groceries, food, cleaning supplies, and more.

The delimitation of the lexical competence is established according to the use of the grammatical categories among the traders, the use and combination of the same are the data analyze and describe, these data are the basis for the extraction of samples. For this purpose, 40 traders from the Rodríguez market are selected among traders of different ages, genders and origins.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **1. HISTORICAL CHRONICLE OF RODRIGUEZ MARKET**

According to Portal of information, opinion and analysis Bolivia Hoy (2015), the Rodriguez market owes its name to one of heroes of Bolivian independence, Pedro Rodríguez, he considered one of the radicals of that revolutionary battle and who was hanged like other martyrs. Officially this place has been named Rodríguez market since June 1950 in homage to patriot of July revolution 1809.

##### **1.1. Foundation**

This trade back to 1937, when through another ordinance the municipality expropriated the coal warehouse to form the sectional market No. 4. Currently, there is still a section dedicated to the sale of coal, on the corner of Zoilo Flores and Belén.

The market was finished to build in July 1973 by then mayor Armando Escóbar Uría. This building is located between Illampu and Maximiliano Paredes streets. The main promoters were the vegetable and meats sellers, but they only use their spaces as deposits. The paceños prefer streets to make their purchases. Actually, the area is a conglomerate of markets and this place is the point of arrival of trucks that bring vegetables from Rio Abajo to the city of La Paz.

##### **1.2. Fair days**

The days of fair are carried out on Saturdays and Sundays, where the streets Zoilo Flores, Maximiliano Paredes, A. Calderón and Luis Lara are closed to vehicular traffic. Every Friday from 1:00 in morning, the corner Boquerón and Luis Lara become a collection center

of vegetables. There arrive trucks of high tonnage loaded with vegetables of Rio Abajo and where hundreds of women of pollera struggle to get the best "vegetables". In this market people can find cheapest vegetables because it is the main collection center of La Paz. From here, others traders take products of sale to other markets of city.

## **2. LITERARY SOURCES OF DIFFERENT SOCIOLINGUISTIC AUTHORS**

At this stage is taken into account several works related to study, which provided a lot information as literary support for the development of this research. For this purpose has been made a summary of literary sources, which provided ideas, opinions, guidelines and norms related with research topic, because literary support serves as structure for this work.

According to Paucara (2008) the speech is important to define its scope and interpretation of what we know as speakers of a given natural language so it is recognized a series of features that are not explicitly stated. Likewise Blanco (2005) say that speech analysis have provided concepts, categories, approaches, and useful tools for social research. In the same way Simon (2008) defines speech acts as pragmatic structures of discourses and she also identifies recurrent features. While Austin (1953) maintained his theory of speech acts and the concept of performative language, in which to say something is to do something. All authors described above have in common the study on interpretation of message which is reflected in social pragmatic; for this reason is taken into account notions and concepts of these authors. Though speech is part of language and language is essentially social and constitutes a factor of unity and cohesion between who shared it. From there Ocampo (2006) says: "it is also an element of differentiation from those who have another language, so, it is necessary to say that languages are born with the man evolution and of the societies did born

more languages". Although Spolsky (1998) states that language is a reflection of society; it also serves to pass on social structure, because learn a language is central feature of a society. Language and society may not be purely human, but they are human phenomena that cry out for better understanding. Also he affirm that is important use politeness in our communication for better responses.

The evolution of men over time are closely linked to language because the language is a reflection of society according Ocampo (2006) and Spolsky (1998) this definition coined by theses authors were the bases for development of this work. Nevertheless, the language and society are complex, for this reason in this work only a small part was studied on language and society or sociolinguistic, thus, the main objective of study is informal appellative speech, also others kinds of strategies of persuasion are studied. With the same approach Nord (2008) justifies, the advertisements intend to persuade people to buy a particular product or service. As well Agyekum (2000) consider that speech persuasion is a mechanism influence a person either to produce a change in attitude and mind, or to resist a change. It is also a harmonious verbal technique used to avoid conflict among participants. While Obeng (1995) shows various persuasive strategies for convince people. The form of strategies employed is dependent upon the social distance between chief intervener, appellants, and chief.

Nord and Agyekum (2000) argue that speech persuasion has outcomes that influence people, which were studied with great emphasis in other countries but not in Bolivia, these notions addressed by these authors were literary tools of this thesis.

In the study is taken into account the Bolivian dialects, thus Callisaya (2012) gives explanations on Latin American dialectology, nevertheless, Coello (2007) put emphasis on

bilingualism in Andean region, he sustains that it is necessary to face contact languages studies in these regions in a wide social context of sociolinguistic relationships. Both authors study dialect from two different points of view for example, Callisaya (2012) tell us about the study of dialects spoken in Latin America while Coello (2007) focuses on the dialect of a region of Bolivia, the first author study the dialect in a way general, the second in a more specific form, but both theories are of great utility.

Also, idioms and native words are part of study, according to García (2010) idioms are customs that allows language to form an idea in a few words and convey this concept to all those who share same language. There are few studies on idioms in Bolivia but not in Latin America, fortunately there are foreign authors who did studies on this fact as Garcia is a Mexican author, who made detailed studies of idioms used in different regions of Latin America. The study on idioms of this author can be said to be applied in their entirety in any region of the planet for this reason his definition of idiom is very useful.

On the other hand the words borrowed by native languages have great relevance in this study because these words are also object of analysis, one of experts in this field is Quiroz (2000), who described that *quechuismo* is a kind of linguistic borrowing of a native language, he mentions that *quechuismo* has many variations according to its region, but which immersed within regional dialect.

As guide for elaboration of this project it is used the book of Sampieri (2010) “Metodología de la Investigación”, this author describe the processes to follow in a research project, he give clarifying examples on quantitative and qualitative research, which can be used in any field of research.

### 3. THE SPEECH

According R. Nordquist (2018), a speech act is an utterance defined in terms of a speaker's intention and effect it has on a listener, essentially, it is the action that the speaker hopes to provoke in his or her audience. In other words, the speech is the act of speaking, it is the faculty of expressing or describing something.

### 4. TYPES OF SPEECH

- **Informative speech (or referential):** it refers to transmitting a specific message, that expresses data and precise concepts. The informative speech intends to convey a message objectively. Referential or informative function is revealed when the sender communicates knowledge about the world around him or from himself, in a subject-object relationship, he puts distance from emotions; Therefore, this matter is in the reference circuit of communication factor.

- **Expressive speech:** it describes how a person communicates their wants and needs. It encompasses verbal and nonverbal communication skills and how an individual uses language. Expressive speech skills include: facial expressions, gestures, intentionality, vocabulary and semantics.

- **Publicity speech (marketing):** it is aimed to publicize certain products and creates the need to possess them. With the growth of social media (radio, television, internet and magazines), it became a phenomenon that is impossible to escape, then the publicity tries to persuade, convince and, if it is possible, to impose its own resources of the appellative language.

• **Appellative speech:** it is a specific type of speech in which the speaker has a goal of convincing the audience to accept his or her point of view. The speech is arranged in such a way as to hopefully cause the audience to accept all or part of the expressed view. Though the overarching goal of this speech is not convince all audiences. It also tries to act on the listeners to persuade them by ordering or asking something, when the user communicates something in order to provoke some action in the receiver; therefore, its power is centered in the receiving circuit of the communication factor, the feature of the dominant or exhortative expressions are:

- Use of 2nd person singular or plural (emphasis in the receiver)
- Use of the imperative verbal mode
- Use of oratory sentences or mandatory
- Use of interrogative sentences

Appellative speech has a value dominant of exhortation or order, it also can be valued according to a criterion of truth but of reasonableness. Orders or advices can be assessed as reasonable or not, adequate or inadequate, relevant or irrelevant, but never as true or false speech in which this function is manifested:

- Everyday communication situations: open the door
- Elaborate communication situations: not go to work tomorrow
- Argumentative communication situations: I cannot because...

According to Agyekum (2000) the speakers can look into three areas to determine if their speech is more informative or persuasive: speaker purpose, function of information, and audience perception.

First, for speaking informative, a speaker's purpose should be to create understanding by sharing objective information. Specific purpose and thesis statements help establish a speaker's goal and purpose and can serve as useful reference points to keep a speech on track. When reviewing a specific purpose and thesis statement, look for words like should/shouldn't, good/bad, and right/wrong, as these often indicate a persuasive slant in the speech.

Second, information should function to clarify and explain in an informative speech. Supporting materials shouldn't function to prove a thesis or to provide reasons for an audience to accept the thesis, as they do in persuasive speeches. Although informative messages can end up influencing the thoughts or behaviors of audience members, that shouldn't be the goal.

Third, the perception of audience's and the speaker on information helps to determine whether a speech is classified as informative or persuasive. The audience must perceive that the information being presented is not controversial or disputed which will lead audience members to view the information as factual. The audience must also accept the speaker as a credible source of information. Being prepared, citing credible sources and engaging the audience help to establish a speaker's credibility.

Last, the audience must perceive the speaker to be trustworthy and not have a hidden agenda. Avoiding persuasion is a common challenge for informative speakers, but it is something to consider as violating the speaking occasion may be perceived as unethical by the audience. Be aware of the overall tone of your speech by reviewing your specific purpose and thesis to make sure your speech is not tipping from informative to persuasive.

## 5. CONCEPT OF SPEECH COMMUNITY

A speech community is a group of speakers who share a language and patterns of language use. Members of the community speaking more often between them than with members outside community. This pattern of a behavior is known as communicative isolation. Communicative isolation is increased by social, cultural, economic, and geographical factors. Consequently, over time the speech community develops characteristics of language and language use that are different from those of another community. According to Spolsky (1998) speech community is all the people who speak a single language (like English or French or Spanish, etc.) and so share notions of what is same or different in phonology or grammar. This would include any group of people, that share the same language.

Various sociolinguistics find it more fruitful to focus on the language practices of a person who have the opportunity to interact between them, it often turns out; share not just a single language but a repertoire of languages or varieties. While, Ocampo (2006) describes that in sociolinguistic research, it is essential to know the sociolinguistic phenomenon or problem, which will be investigated. In general, a speech community are a set of users who produced and use specific speeches varieties, this definition was assumed by various sociolinguistics that removed the implicit myth of the idea of a monolithic language, also reflecting a monolithic community, becoming a problematic definition of the set of speakers that use the same language. For Blanco (2005) the concept of speech community has been a generic concept that refers to the use of the same language but rather as a communication network between the members of this community. The research works in the sixties and seventies set the complexity of this issue, and they introduced the concept of "speech

community" which defines the group of people who form a community, for example, a village, a region, a nation, and they share at least a language variety in common, so, as in bilingual and multilingual communities, the members usually have within their linguistic repertoire, more than one variety in common. Also a linguistic community can be defined as a totality of persons interacting socially and who reveal a certain identity in the linguistic features, so that even a family becomes a small linguistic community, another would be comprised of the colleagues of the parents at work. A third would be the group of the teen belongs, which isolates itself in terms of identity and language from the surrounding speech community. Individuals adjust their language as they come in to contact with members of different communities.

According to Simon (2008) in recent decades the concept of speech community, has been part of the "social perspective" on studies of language (sociolinguistics and ethnography of communication). This concept, which refers to a form of interpretative community it is most useful and convenient to the universe of users, which linguistic communication is the object of study, in this particular case, the set of speakers that send and receive message through of texts, for example, in the school environment, teachers and students, they use texts and other tools that transmit the history or new information. In addition, the speech community without being a community of speech, it is characterized by having common goals, own mechanisms of participation, making exchange of information, and producing specific texts of that community.

The concept of speech community appears closely linked in the literature of language arts with textual genre in highest levels of schooling. Over the decades of empirical work the lines communication within some disciplines (e.g, medicine,

education), it shows that certain conventions regarding scriptural varieties tend to point features such as standards norms, as the epistemology, ideology and social ontology of community using such varieties. Such efforts suggest that the perspective of whom use the different varieties, it is the most relevant textual study: what distinguishes one human from another to a science of another. The conventions regarding genre or discursive varieties are the product of speech communities.

This community may be comprised of professionals with a developed language like professional jargon or segments of society that influence the language use, for example, the hip hop and rap singers. Microcosms of speech communities can even be as small as a close group of friends or even a family, where language evolves relative to those within that group. Words and phrases can be used in a nontraditional way, or words can be created.

## **6. SPEECH CHARACTERISTICS**

When you say something out loud, that's speech. When you give a speech, you say a lot of things in front of a group. Maybe you should open with a joke? The ability to produce and understand speech in complex ways has long been considered part of what separates humans from other animals. "Freedom of speech" is the right to express your thoughts and opinions publicly. Adjectives, nouns and verbs are "parts of speech". By the way: speech is a noun. According to Spolsky (1998) the sociolinguistic believe that the study of language must go beyond the sentences that are the principal focus of descriptive and theoretical linguistics, it must deal with the "real" texts that make up human communication and the social situations in which they are used. The focus of attention shifts from the sentence to the act of communication in the speech event.

Many people would rather go to see an impassioned political speech or a comedic monologue than a lecture. Although informative speaking may not be the most exciting form of public speaking, it is the most common. Reports, lectures, training seminars, and demonstrations are all examples of informative speaking. That means you are more likely to give and listen to informative speeches in a variety of contexts.

According to Paucara (2008) the man is a social member of a community, therefore he establishes different forms of communication with others. The best and more complex it is the linguistic communication, so this communication has the purpose of making the message known through the speech. The speech is important to define its scope and interpretation; we, as speakers of a given natural language we recognize a series of features that are not explicitly stated, the intention of the sender is use different types of speech. The speech is a larger unit of the sentence. It consists of two or more sentences that develop a theme.

There are all sorts of things we can do with words. We can make statements, requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on.

Others authors define that the appellative speech is subdivided into three groups, for example Austin (1953) described three characteristics, or acts, of statements that begin with the building blocks of words and end with the effects those words have on an audience:

- **Locutionary acts:** “roughly equivalent to uttering a certain sentence with a certain meaning in the traditional sense”.
- **Illocutionary acts:** “such as informing, ordering, warning, etc., i.e. utterances which have a certain (conventional) force”.

- **Perlocutionary acts:** “what we bring about or achieve by saying something, such as convincing, persuading, deterring or surprising”. He focused on illocutionary acts, maintaining that here we might find the “force” of a statement and demonstrate its performative nature, for example; to say “Don’t run with scissors” has the force a warning when spoken in a certain context.

This utterance may also be stated in an explicitly performative way, e.g., “I warn you, don’t run with scissors”, this statement is neither true nor false. It creates a warning. By hearing the statement, and understanding it as a warning, the hearer is warned, which is not to say that he must or will act in any particular way regarding the warning. He maintained that once we realize that what we have to study is not the sentence but the issuing of an utterance in a speech situation, there can hardly be any longer a possibility of not seeing that stating is performing an perlocutionary act because it is a advice.

The theory of speech acts aims to do justice to the fact that even though words (phrases, sentences) encode information, people do more things with words than convey information and that when people do convey information, they often convey more than their words encode. Speech acts, whatever the medium of their performance, fall under the broad category of intentional action, with which they share certain general features.

An especially pertinent feature is that when one acts intentionally, generally one has a set of nested intentions. For instance, having arrived home without one's keys, one might push a button with the intention not just of pushing the button but of ringing a bell, arousing one's spouse and, ultimately, getting into one's house. Or suppose, for example, that a bartender utters the words, “ The bar will be closed in five minutes ”. He is thereby performing the

locutionary act of saying that the bar will be closed in five minutes (from the moment he's speaking).

In saying this, the bartender is also performing the illocutionary act of informing the patrons of the bar's imminent closing and perhaps the act of urging them to order a last drink. In fact, the bartender intends to be performing the perlocutionary act of causing the patrons to believe that the bar is about to close and of getting them to order one last drink. He is performing all these speech acts just by uttering certain words.

There seems to be a direct relationship in this example between the words uttered "The bar will be closed in five minutes", what is thereby said, and the act of informing the patrons that the bar will close in five minutes.

Less direct is the connection between the utterance and the act of urging the patrons to order one last drink. Clearly there is no linguistic connection here, for the words make no mention of drinks or of ordering. This indirect connection is inferential.

There is a similarly indirect connection when an utterance of "It's getting cold in here" is made not merely as a statement about the temperature but as a request to close the window or as a proposal to go some place warmer. Whether it is intended (and is taken) as a request or as a proposal depends on contextual information.

The examples considered thus far suggest that performing a speech act, in particular an illocutionary act is a matter of having a certain communicative intention in uttering certain words. Such an act succeeds, if the audience recognizes that intention.

This is not by magic, of course. One must choose one's words in such a way that their utterance makes one's intention recognizable. However, as illustrated above, the utterance

does not decode one's intention. So, in general, understanding an utterance is not merely a matter of coding it.

The procedure must be executed by all participants both correctly and completely. Where the procedure is designed for use by persons having certain thoughts or feelings or for the inauguration of a certain consequential conduct, then participants must have those thoughts or feelings, must intend so to conduct themselves, and must actually so conduct themselves subsequently.

Making a statement may be the paradigmatic use of language, but there are all sorts of other things we can do with words. We can make requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. Moreover, almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention: there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience.

In general, speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed. For example, a statement expresses a belief, a request expresses a desire, and an apology expresses regret. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being expressed.

Some speech acts, however, are not primarily acts of communication and have the function not of communicating but of affecting institutional states of affairs. They can do so in either of two ways. Some officially judge something to be the case, and others actually make something the case. Those of the first kind include judges' rulings, referees' calls and assessors' appraisals, and the latter include sentencing, bequeathing and appointing. Acts of

both kinds can be performed only in certain ways under certain circumstances by those in certain institutional or social positions. Statements, requests, promises and apologies are examples of the four major categories of communicative illocutionary acts: constatives, directives, commissives and acknowledgments.

- **Constatives:** affirming, alleging, announcing, answering, attributing, claiming, classifying, concurring, confirming, conjecturing, denying, disagreeing, disclosing, disputing, identifying, informing, insisting, predicting, ranking, reporting, stating, stipulating.
- **Directives:** advising, admonishing, asking, begging, dismissing, excusing, forbidding, instructing, ordering, permitting, requesting, requiring, suggesting, urging, warning.
- **Commissives:** agreeing, guaranteeing, inviting, offering, promising, swearing, and volunteering.
- **Acknowledgments:** apologizing, condoling, congratulating, greeting, thanking, accepting (acknowledging an acknowledgment).

As it was can see above also there are authors who use different definitions for the appellative speech but with the same characteristics, we can hear every time communicative messages surround us. It tries to teach us something and/or influence our thoughts or behaviors. As with any type of communication, some messages are more engaging and effective than others. Likewise, as senders and receivers of messages, it is important that we be able to distinguish between informative and persuasive messages and know how to create and deliver them.

## 7. FORMAL AND INFORMAL SPEECH

Here is an example of formal speech that you might come across in a book:

- As the price of five dollars was reasonable, I decided to make the purchase without further thought.

The same thought would be expressed quite differently in informal English. Here's an actual example that is heard from a young person:

- It was, like, five bucks, so I was like "okay".

**Table N° 1, Formal speech vs. Informal speech**

Formal speech	Informal speech
<ul style="list-style-type: none"><li>• Employee-boss,</li></ul>	<ul style="list-style-type: none"><li>• Colleagues, firends</li></ul>
<ul style="list-style-type: none"><li>• Academics texts, literaries books, ect.</li></ul>	<ul style="list-style-type: none"><li>• Street writings on the walls, advertising</li></ul>

### 7.1. Informal speech

Informal speech is widely used among those who know him well. It is a carefree way of speaking and one in which those who know you can easily understand or relate to. There are many slang expressions used in everyday conversations and these phrases change over time. With the explosion into the technological era leading to more frequent conversations, more and more slang words are added each day to the English language. You may use casual language when you want to get to know someone on a more personal level or you want the person to feel at ease.

## 7.2. Formal speech

Formal speech eloquently combines appropriate grammar and phrases to provide credibility for what is being said. For example, more formal language is routinely used in a professional setting (on a business trip or at a meeting), at certain places in a city (a church/synagogue/mosque, bank, library, high-end department store, government building), and in specific situations (job interview, dinner party, prestigious ceremony, or when speaking respectfully to a superior). You also use formal language in academic papers and official documents and speeches, books, news reports, articles and business letters. You may tend to use more formal language if you want to stress a point or convey authority or when you need to be strict.

## 8. THE PERSPECTIVE OF ORAL CHANNEL IN THE COMMUNICATION

In addition to the types of speech seen above also established the channel used for this purpose, as described below:

- **Oral speech:** speech is usually transient, unless recorded, and speakers can correct themselves and change their utterances as they go along. Speech is usually used for immediate interactions. Spoken language tends to be full of repetitions, incomplete sentences, corrections and interruptions, with the exception of formal speeches and scripted forms of speech, such as news reports and scripts for plays and films.
- **Written speech:** writing is usually permanent and written texts cannot usually be changed once they have been printed/written out. A written text can communicate across time and space for as long as the particular language and writing system is still

understood. Written languages tends to be more complex and intricate than speech with longer sentences and many subordinate clauses. The punctuation and layout of written texts also have no spoken equivalent. However some forms of written language, such as instant messages and email, are closer to spoken language.

## **9. FOUNDATION OF PERSUASION**

A persuasive speech works to convince people to change thinking, the way they do something, or to start doing something that they are not currently doing.

According to Nord (2008) persuasive speaking seeks to influence the beliefs, attitudes, values, or behaviors of audience members. In order to persuade, a speaker has to construct arguments that appeal to audience members. Arguments have three components: claim, evidence, and warrant. The claim is the statement that will be supported by evidence. The thesis statement is the overarching claim for the speech, but it is to make other claims within the speech to support the larger thesis, evidence, also called grounds and supports the claim. Some examples of persuasive speeches are:

- Don't drink if you drive.
- Improve your health through better eating.
- Television violence is negatively influencing our children.
- Become a volunteer and change the world.

The main points of persuasive speech and the supporting material serve as evidence. for example, a speaker may make the following claim:

- There should be a national law against texting while driving.

The speaker could then support the claim by providing the following evidence, according from research the Police Transit Department has found that texting while driving creates a crash risk that is twenty-three times worse than driving while not distracted.

The warrant is the underlying justification that connects the claim and the evidence. One warrant for the claim and evidence cited in this example is that the Police Transit Department funds research conducted by credible experts. An additional and more implicit warrant is that people shouldn't do things they know are unsafe.

The quality of the evidence often impacts the strength of warrant, and some warrants are stronger than others. A speaker could also provide evidence to support their claim advocating for a national ban on texting and driving by saying. While this type of evidence can also be persuasive, it provides a different type of warrant since it is possible personal experience. In general, the anecdotal evidence from personal experience would be given a weaker warrant than the evidence from the national research report. The same process is possible in our legal system when a judge evaluates the connection between a claim and evidence.

A persuasive speech could be an emotional appeal, where the speaker attempts to elicit sensitivity from the group, then could be a logical appeal, where the speaker wants the audience to rely on their own reasoning to make an order.

## **10. APPEALS TO NEEDS**

Appeals to needs are often paired with positive or negative motivation, which can increase the persuasiveness of the message; it described in a figure the hierarchy of human needs. According to Maslow (1943) there are several layers of needs that human beings pursue, as the physiological, safety social, self-esteem, and self-actualization needs. Since these needs

are fundamental to human survival and happiness, tapping into needs is a common persuasive strategy.

Physiological needs form the base of the hierarchy of needs. The closer the needs are to the base of the more important for human survival. Speakers do not appeal to physiological needs. After all, a person who doesn't have food, air, or water isn't very likely to want to engage in agreement, and it wouldn't be ethical to deny or promise these things to someone for persuasive gain. Some speakers attempt to appeal to self-actualization needs.

Self-actualization refers to the need to achieve the highest potential, and these needs are much more intrapersonal than the others. Some examples include pursuing higher education and higher fulfillment, pursuing art or music, or pursuing religious or spiritual fulfillment. These are often things we do by ourselves and for ourselves. Speakers are more likely to be successful at focusing on safety, social, and self-esteem needs.

We satisfy our safety needs when we work to preserve our safety and the safety of our loved ones. Speakers can combine appeals to safety with positive motivation by presenting information that will result in increased safety and security. Combining safety needs and negative motivation, a speaker may convey that audience members' safety and security will be put at risk if the speaker's message isn't followed. Combining negative motivation and safety needs depends on using some degree of fear as a motivator. To think of how the insurance industry relies on appeals to safety needs for their business. While this is not necessarily a bad strategy, it can be done more or less ethically.

## **11. THE IMPORTANCE OF IDIOMS IN COMMUNICATIVE SPEECH**

The term idioms refer to a set expression or a phrase comprising two or more words. An interesting fact regarding the device is that the expression is not interpreted literally. The phrase is understood as to mean something quite different from what individual words of the phrase would imply. Alternatively, it can be said that the phrase is interpreted in a figurative sense. Further, idioms vary in different cultures and countries.

According to García (2010) an idiom is a fixed expression whose meaning cannot be inferred from the words that compose an expression. It is a custom that allows language to condense an idea in a few words and convey this concept to all those who share the same language. Idioms exist in every language. Also refers to a dialect or idiom of a group of people, either in a society or a group certain with common interests, like in science, music, art, or business.

Some writers use idioms to “add color” to their writing, while others are adamant about keeping their text as simple as authentic. While idioms can certainly clutter your work with unnecessary detail, they may also introduce powerful imagery into your text. Since “knowledge is power”, let’s take a look at the best way to accomplish this.

We hear idioms every day – both in conversation and in the media. Used correctly, idioms can amplify messages in a way that draws readers in and helps to awaken their senses.

## **12. THE IDIOMS HELP US THINK DIFFERENTLY**

Incorporating idioms into our writing is an effective way to make our work more creative. This is because an idiom can be used as an artistic expression. For example, if we are working on an article related to financial planning we could say: “You should save your

money” or, we could use an idiom such as “A cent saved is a cent earned”. The idiom livens up the text and prompts readers to think beyond the facts, and about saving money in a different way. By not spending money, you’re really saving money.

Another example of a creative idiom that helps to expand our frame of reference is to “bite off more than you can chew”. When using this phrase in a sentence, you are essentially telling someone that perhaps they’ve taken on a bigger task than they can handle; however, the idiom gives the sentence more charm – while also providing a dynamic visual. It conveys your message well and makes it more interesting for your readers.

### **13. IDIOMS HELP US FIND OUR SENSE OF HUMOR**

Idioms can also add humor to our writing in places where we may otherwise seem brash. For example, rather than writing about a character who is not smart – or at least he not thinking straight – we could say “the lights are on, but nobody’s in home” or “he’s not playing with a full deck”. These idioms tend to be softer and somewhat less insulting.

Similarly, “when pigs fly” is a more dynamic way to say that something is highly unlikely to occur. And rather than say that someone is not very good at something, we could say, “Don’t give up your day job”.

### **14. DIALECT**

If language you speak in your region is different in vocabulary, grammar and accent than standard form of language, you speak a dialect. Both an accent and a dialect contain variations on pronunciation. When the people speak a dialect, the people also use

different words and change its grammar, sometimes to such a degree that speakers of the dialect and the standard form of the language have a hard time understanding each other.

## **15. LATIN AMERICAN DIALECTOLOGY**

According to Callisaya (2012), language is the medium through which a human community can communicate, regardless of size or complexity. Moreover, despite linguistic homogeneity of a community or country it is a fact that the language will constantly change, leading to emergence of linguistic varieties.

Thus, the idea of an acceptable control of a language is related to social acceptance. Difference between language and dialect, throughout history, has been limited by issues ranging from functional to political.

Based on different approaches, it is believed it is very difficult or almost impossible distinction between language and dialect, because does not respond only linguistic, but also considers ideological, social, political and geographical criteria. Purpose in presenting this brief explanation of difference between language and dialect is to show that within a territory may have different linguistic communities, as is situation in Bolivia, in whose territory are several varieties of languages corresponding to different communities. In America, as in Bolivia, these varieties of language have not always been recognized, much less supported. On the contrary, this linguistic diversity has been seen as a threat to identity of Spanish language; which has led to the emergence of attitude problems in their speakers. They often are at a crossroads, on the one hand, to accept standard language that will allow them to move forward and upward social mobility;

or other, rejecting the first and assert their rights and gain acceptance of their language, with danger of not having possibilities of social rise, So says Callizaya in his work.

## 16. ACCENT COLLA

In Bolivian we have different types of dialects, if we refer to speech of Bolivians we can say that, there are tarijeñosismos, cruceñosismos, chuquisaqueñosismos and paceñosismos, those particular accents are using in specific geographical areas. In Andean region of the departments of La Paz, Oruro and Potosi, which adopts voices of indigenous languages such as Quechua and Aymara, with some differences in neighboring countries like Peru, northern Chile and Argentina. So, those dialects have their own idioms and polite words.

Nevertheless, the languages are social institutions, that are subject to the action of time and space, which are realized in history and geography. They evolve over time and change. Hence, when we talk about vocabulary of a language, we refer to historical brands, archaism, and obsolescent. Languages also have special characteristics when spoken in specific geographical areas, so they are always presented as dialectal manifestations.

At lexical level, loanwords of Andean languages serve in many cases in Castellan to fill semantic gaps, because simple lexemes express periphrasis constructions as *acullicu* [akhulli] action of extract juice of coca leaves by saliva and pressure molars; *chaqui* [ch'akhi or Ch'aki] means a person with a hangover; *chiti* [ch'iti] means a child of three to eight years; *hualaycho* [walaychu] is a person who spends time playing without doing anything useful; *macurca* [makhurkha] refers a muscle pain caused by exercise and

*Tirillo* [t'irillu], what does an alcoholic mean. The range of loans is varied and extends all fields of human activity for example: "Food" (caya, chairo, chalona, chamillo, etc.); clothing *mancancha* [manqhancha] which mean inner skirt dress up; qualities [muk'u] is a person with low height, etc. In addition, percentage of borrowed words is high, which is frequently used in colloquial language, they have transcended the sphere of written language as journalism, especially indigenous literature and traditionalists. Loans native languages are recognizable by phonetic (aspired and glottal) and by morphology of this language (suffixes). Similarly, the sociolect resort to loans of languages native. It is argued that morpho syntaxis impervious to influences substratum. The observation shows that these influences are present in Andean languages, which consider just some isolated cases data in Castilian of La Paz. Items selected as "el, la" accompanied to dialect of La Paz. Thus, people says "la Josefa", "el Carlos", "el Rodo" and etc., perhaps under the influence of the suffix /- xa / marker sex in Aymara. Another case is use of colloquial Spanish as "depues, nomas, siempre and pero" in end sentence position. These particles, which function corresponding Aymara suffixes [ya] [- kim], [-puni], [-raki] have no precise meaning, but modify content of segment to that accompany, because they introduce a persuasive tone, attenuate tone, emphasis of orders, appeals and petitions, so, it lose its conjunctive function and acquire other functions. The particle "pues" is performed [-ps] (with vowel elision), sibilant and plays role of making less brief answers, "si pues" [si...ps]; "no pues" [no...ps] "ya pues" [ya...ps]; or reduce orders and pleading: "dameps", "venps" and etc.

## 17. QUECHUISMO

The quechuismo is a kind of linguistic borrowing word from Quechua language that is used by traders community, they use this words frequently when they try to convince their future customers, quechuismo has little variation in Bolivia, because the borrowed words analyzed in this research are few but their meaning remains as their message, for example traders use the word “yapa” which means increase products in a commercial transaction, these borrowed words replace Spanish words that are not currently used in popular markets, as for example the words “añadir” or “agregar”, which have same meaning but nothing used.

Alfredo Quiroz managed to collect a total of 400 quechuismos in Spanish language from several dictionaries including “La Real Academia de La Lengua Española”, researcher said that, he did worked with aim of enhancing importance of Quechua and contribution to Castilian Language. “In my capacity as a scholar and researcher of Quechua, I have this concern of some years ago to write things in Quechua” Quiroz said. Until now he has published several books in Quechua, including poems, novels, quizzes, dictionaries and other subjects.

Through its bibliographic production Quiroz aims that his contribution to Quechua language may remain in effect for much longer. “the quechua survived 500 years and we must fight to keep it alive, for I fear that migration and the emergence of technology tends to disappear this language with time”, he said. According to him, not only must I fight to keep alive language, but must preserve its purity.

## **18. POLITENESS**

Having good manners means acting in a manner that is socially acceptable and respectful. Excellent manners can help you to have better relationships with people you know, and those you will meet. Regularly speech events include speaker-writer and listener- reader; it is not surprising that language is particularly sensitive, in rules for speech use, to relations between two parties.

For instance, just as a good actor can utter a single sentence expressing a wide range of emotional states of speaker, so choice of an appropriate message form can be modified to express a wide of attitudes of speaker to listener.

According to Spolsky (1998) in simple terms, politeness consists in recognition of listener and his or her rights in situation. Request, which are imposition on listener, are mitigated by being made indirectly, as questions “Could you possibly pass me salt?” or as statements “I think that salt is beside your plate”, or by adding formulas like “Please” and “if you would be so kind”.

Most common kinds of politeness methods are involved with greetings. Greetings are basic oil of social relations. To fail to greet someone who expects to be greeted signal either some unusual distraction or a desire to insult person. Each social group has its own set of rules about who should be greeted, who should greet first, and what is an appropriate form of greeting. So, study of greetings provides a first useful method of exploring structure of social group.

## 19. GOOD MANNERS

Good manners refers to treatment of people with courtesy and politeness, and showing correct public behavior, it is about considering the feelings of other people, and being the kind of person that others will like and respect. Courtesy, politeness or having good manners are all about respecting others and yourself; if informal appellative speech and good manners make up single sentence everything could be easier:

- We will say "thank you" when someone helps us or give us a gift.
- We will have to apologize using "excuse me" or "sorry" if someone is bothered.
- When asking for help in a difficult situation we will have to say "please".

It is important have good manners every day, with all people and in all our daily tasks, for example; on the table, on the bus or in the market and etc. Nevertheless some people behave rudely, they laugh at others and not consider their feelings, and finally if people do not take into account these basic aspects are condemned to be marginalized by this social group, because they are not able to respect basic rules of coexistence.

The concept of "good manners" has changed over time in our society and it is also different in cultures and age of people, these differences should be respect and understand, but we should always assume a way of showing respect for all others, related or not, making it easier, dignified and friendly coexistence.

Good manners begin at home and school, teachers can help by encouraging good manners by dramatizing everyday situations and how to behave in conflict situations. Also through visits to certain people as events planned for various celebrations during our existence, people show their appreciation and cooperation practicing good manners.

## **20. THE CONTEXT (Regional environment)**

The context is circumstances on which depends meaning and value of a particular word, phrase, or fragment. It is determinant factor to understand meaning of a text or statement. The context refers to relevant features of communicative situation. Cognitive context reflects experience accumulated and structured by subjects, cultural context to visions of world shared by participants in communicative social act.

Sometimes when we reading, we have problems with some words or phrase because we do not know mean of these words, this problem is a consequence of regional distance between continents, countries and cities. The words changes its means when it expands its meaning by analogy or affinity between things.

A Morcilla for a Spanish is a novel, however for us it is something rich that we eat with pork, rice and potatoes. Then one is locked, if it is not in their own country, so it is said that things have to be understood in their context (social and cultural environment) because otherwise it is not possible to understand anything. It is also important to keep in mind that same word can mean different things depending on context in which it is written. Therefore, one should never lose sight of whole text when it comes to understanding meanings.

An exhaustive search was made about word “casero” which means in Spanish a person, who collects income, but in Bolivia the word “casero” change its meaning to a potential customer or known customers.

## **21. THE PHRASE**

According to Andia (2006) it is a basic structure consisting of a set of words that is organized linearly, in a systematic form and order. It is characterized by three basic

aspects: sequence, order and core. Any combination of words are horizontal, a sequence after another necessarily; any combination of words has an established order in occasions flexible but always certain and any combination of words are organized around a key word which acts as core of sequence.

Therefore, the phrase is syntactic unit, consisting of one or more words with which are built phrases and sentences. Every phrase takes its shape from a word that basically acts as base. Each phrase is a functional structure, so, each syntactic structure plays a function in the sentence.

## **22. AFFIXATION**

It is the process of adding affixes to roots or bases in order to vary function, modify meaning, etc., in others words, it is a letter or group of letters added to the beginning or end of a word to make a new word.

### **22.1. Suffix**

The suffixes are a letter or group of letters added to the ending of words to change their meaning or function. These useful, shapeshifting tools can be as small as **-s**, and **-ed**, or can be larger additions such as **-ation**, and **-ious**.

There are many suffixes used in the English language to create a rich vocabulary. These suffixes change the meaning or grammatical function of a root word. For example, by adding the suffixes **-er** and **-est** to the adjective “fond”, you create the comparative “fonder” and the superlative “fondest”. Take the suffix **-ist**, by adding this to a word you have changed the word to describe a person who performs or practices something. So, art becomes artist, a person skilled in a particular art. Let’s look at the verb “read”. This verb can be turned into a

noun by adding the suffix -er, and so “read” becomes “reader”. Likewise, by adding the suffix -able the verb “read” now becomes the adjective “readable”.

Some of the most common suffixes and their meanings are as follows:

**Table N° 2, English suffixes**

Suffix	Meaning	Example
-able	can be done	preventable
-ly	a characteristic by	Bravely
-y	characterized by	Brainy
-ed	past-tense verb	Loughed
-ion	the action or process of	celebration
-ment	the action or quality of	movement
-ness	the state or quality of	fondness
-s	Plural	Girls

However suffixes in Spanish are different because they are more complex, thus, suffixes in Spanish are presented in endings of words that give a specific meaning to words, these Suffixes are classified in; augmentative, diminutive and derogatory suffixes.

- **Augmenting suffixes** indicate greatness of the one who refers to word.
- **Diminutive suffixes** show smallness of whom they refer.
- **Derogatory suffixes** are those that mark a contempt or dislike to thing that is spoken.

To exemplify these types of suffixes in Spanish, the following table is presented:

**Table N° 3, Types of Spanish suffixes**

<b>ADJETIVO O SUSTANTIVO</b>	<b>AUMENTATIVO</b>	<b>DIMINUTIVO</b>	<b>DESPECTIVO</b>
Mujer	Mujerona	Mujercilla	Mujerzuela
Viejo	Viejote	Viejecillo	Viejazo
Casa	Casona	Casita	Casucha
Hombre	Hombrón	Hombrecillo	hombresucho

### **23. QUALITATIVE RESEARCH**

Qualitative research is a scientific method of observation to gather non-numerical data, while focusing on meaning-making. This often occurs through “case study, personal experience, introspection, life story, interview, artifacts, cultural texts, observations and visual texts”. This type of research answers questions related to why or how a certain phenomenon may occur, rather than how often it occurs. According, Sampieri, R. y Fernandez, C. (2010), qualitative research is the study reality in its natural context, as it happens.

#### **23.1. Research-action**

As research-action considers situation from view point of participants, it will describe and explain " what happens " with the same language used by them; with the same common sense that people use to describe and explain human actions and social lives. So, research-action considers problems from view point of those who are involved in them, it can only be valid through free dialogue with them.

### **23.2. Research design**

It situates the researcher in empirical world and determines activities that he will have to carry out in order to reach the proposed objective. Qualitative research considers, on the one hand, that competent and qualified observers can objectively, clearly and accurately report on their own observations of social world, as well as on the experiences of others. Researchers approach a real subject, a real individual, who is present in world and who can offer us information about their own experiences, opinions, values, etc. Through of a set of techniques or methods such as interviews, life histories, case studies or documentary analysis, the researcher can complement his observations with observations made by others. There are four fundamental phases in qualitative research process: Preparatory phase, field work, analytic and informative.

### **23.3. Preparatory phase**

The preparatory phase is constituted in two stages: reflexive and design, as a final product of this stage, the researcher may specify it in a research project. The reflective and design stages are materialized in a theoretical framework and in the planning of the activities that will be executed in the subsequent phases.

Relevant sources for the origin of the definition of the research area:

- Everyday life, what worries people.
- Concrete experiences that are significant
- The contrast with other specialists.
- Reading work of other researchers.

#### **23.4. Field work**

The researcher must be prepared to trust scenario; he will be patient and wait until he is accepted by informants; he will be flexible; he will has adaptability and "be able to laugh at himself", qualitative research will be as good as the researcher is.

It is necessary to be persistent, research is done step by step, data are checked again and again, verified, checked; doubts arise and confusion must be overcome. Also, is important access to field because it is understood as a process by which the researcher progressively accesses fundamental information for its study.

During this stage it is necessary to ensure the rigor of investigation. For this we must take into account the criteria of sufficiency and adequacy of the data. Sufficiency refers to the amount of data collected, rather than number of subjects. Sufficiency is achieved when it reaches a state of "information saturation" and new information does not bring anything new. Adequacy refers to selection of information according to theoretical needs of study and emerging model.

#### **23.5. Analytical phase**

These tasks would be:

- a) data reduction,
- b) disposition and transformation of data and
- c) obtaining results and verification of conclusions.

### **23.6. Informative phase**

Qualitative report should be a compelling document presenting data systematically that supports case of researcher and refutes alternative explanations. There are two fundamental ways to write a report:

- a) as if reader were solving a puzzle with researcher,
- b) offer a summary of main findings and then present results that support conclusions.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **1. QUALITATIVE METHOD**

Due to the nature of research, qualitative methodology is used, because the study is immersed in sociolinguistics aspect, where the informal speech is studied and analyses through of this method. In this way, this methodology provides tools such as interview and observation, both instruments help to provide data that is analyzed and evaluated through of Statistical Package for the Social Sciences (SPSS).

The influence of informal speech on the listeners are the units of study, for this reason the qualitative methodology allows to describe step by step this linguistic phenomenon.

#### **2. RESEARCH PROCESS**

At this stage, it is planned the methodological process; a list is made according to needs demanded by present work, which are systematically developed, also, a schedule of activities is made from beginning to final of study.

##### **2.1. Selecting relevant site**

The selection of place is defined by acknowledged trajectory of Rodríguez market, according to municipal government of La Paz its foundation was in 1950 with the name of Pedro Rodríguez, who was a martyr of Bolivian Independence, also is the biggest market of the city, this market is the center of supply for others markets. Where people from different cultures, regions, religions and languages interact with each other. For this purpose, it is necessary to ask for corresponding permits, that are requested to their representatives, in this case to the senior trader.

## **2.2. Collection of relevant data**

The information obtained is through data collection of traders selected for research, which are obtained with instruments made for this research, these instruments are unstructured interview and direct observation, both are very useful for data collection.

## **2.3. Analysis and interpretation of data**

At this stage, it is analyzed all information obtained in fieldwork carried out at Rodríguez market through the interview and observation, through of statistical program SPSS which is one of the programs recommended by Association of American Psychologists (APA).

## **2.4. Exposure of results and conclusions**

Once finished previous process, it begins the elaboration of results, these results answer the research questions in the study, for this purpose tables and graphs are made that help to understand much better the exposed results. Finally, it is proceeded to compile obtained conclusions.

## **3. POPULATION**

The population is determined based on the Rodríguez market traders who have similar characteristics in the way of speaking, from this population is obtained a subset of study subjects (the sample). As it is a qualitative research, the study subjects are smaller, that is, they represent a percentage of less than 10% of the selected traders.

Among the study subjects there are differences that are distinguished from trader to trader, among whom are; the age, the gender, the academic level, the origin of descent and the commercial product. These variables are considered for the data collection because although they have notable differences, they have a common objective.

The age of the traders is one of the variables taken into account, which varies from 10 to

70 years, for this reason the linguistic differences are evident, although language learning begins intensely in childhood, it is in advanced adolescence when are achieved stable linguistic characteristics and they increase in the maturity while in the old age they are delayed.

The second variable is the gender of the traders, which plays an important role in other dimensions, such as feelings of identity and belonging to the group. The elaboration of the sentences can have an affective nuance or not, which will depend exclusively on the sender of the message, whether this man or woman. These differences provide measurement indicators for the descriptive sample.

The third variable is the academic level among traders, although most of these traders have basic academic training, others do not have it, but their intuition allows them to develop actions to configure marketing process. Generations of younger traders have higher academic levels than older merchants, so, this is the starting point for the comparison of your linguistic competence.

The trade product is one of the variables taken into account because in this market there are many products for sale, among the most important are the traders of; vegetables, fruits, meats, groceries, flowers, clothes, cleaning products, food, drinks and kitchen accessories. Among all of them, four groups of traders stand out: traders of vegetables, meats, fruits and groceries due to the number of affiliates they have. These traders can use the same speech, but with differences, such as the omission of keywords in their sales transactions, a clear example is the word "yapa" not all merchants use it.

The last variable is about the origin of descent, so, most of the traders have or are of native descent, such that, these traders are bilingual, this linguistic ability allows to traders create

sentences with words borrowed from their native language, however not all traders are bilingual, among these there are the youngest who may find themselves at a certain disadvantage. According to information provided by Rodríguez's general secretary of the market, there are 600 legally affiliated merchants, of which 48 are men and 552 are women. In decades past the majority of traders were women, but now the number of male traders is growing.

#### 4. SAMPLE

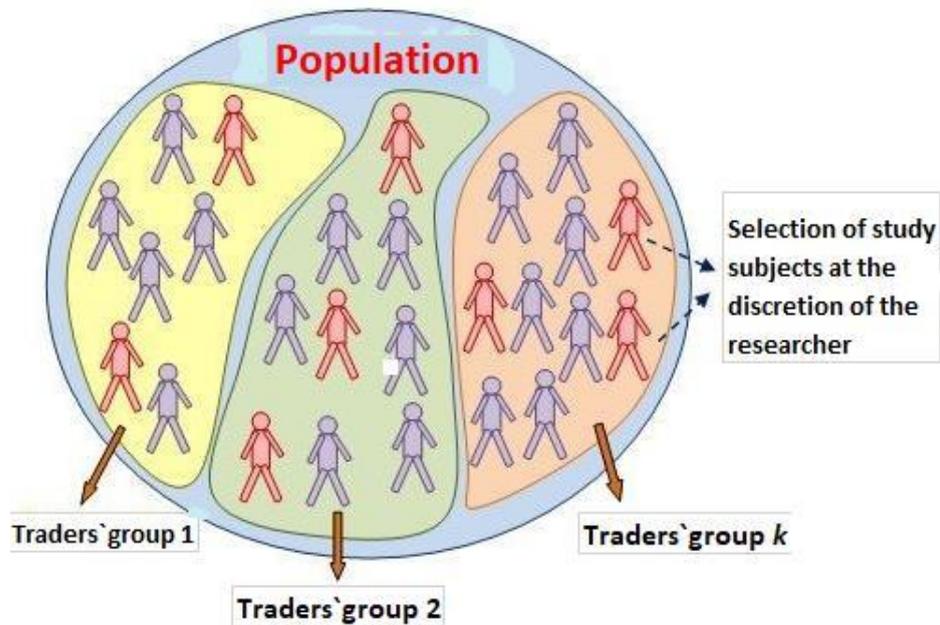
The sample is obtained from the population, through by the quota method, which is a non-probability sampling method in which the subjects of study represent the population and that are chosen according to their nature (characteristics of the subjects). Thus, the nature of the research is qualitative, for this reason the sample is not necessarily be large, The sample is drawn from a total of 600 legally affiliated traders, where 40 traders are selected.

The population is divided into  $k$  traders groups, such as the traders of vegetable, meat, grocery and fruit. So, the traders groups have,  $N_1, N_2, \dots, N_k$ , subjects, such that:

$$N = N_1 + N_2 + \dots + N_k$$

Then, the quotas are chosen (number of subjects)  $n_1, n_2, \dots, n_k$ , these are taken from each group, where the total of elements are  $n$  in the sample:

$$n = n_1 + n_2 + \dots + n_k$$



In this market there are traders of various products for sale, among all the traders, four large groups of traders are chosen as the vegetable, meat, grocery and fruits, from these groups 40 traders are selected for the determination of the sample, in the following table the traders are selected:

**Table N° 4, Sample determination**

	<b>TOTAL</b>	<b>SELECTED</b>
Vegetables sellers	150	8
Meat sellers	120	12
Fruits sellers	90	12
Groceries sellers	110	8
Others products sellers	130	0
<b>TOTA</b>	<b>600</b>	<b>40</b>

## **5. INSTRUMENTS**

### **5.1. Unstructured interviewing**

For this purpose, it is began with elaboration of list of open questions that help obtaining of information of traders, where they are asked about their customs, sales promotions and personal references.

### **5.2. Direct observation**

The method of direct observation is one of tools used for data collection, this method provides details that interview not establish, In this case, each trader is observed for an hour obtaining more data than the interview did not provide. For this purpose a list of sentences are made, where it is noted the sentences that repeat most frequently.

## **6. OPERATIONALIZATION OF VARIABLES**

In this stage of the work it is analyzed the main variable of the study , it starts with the definition of the variable in question, for which the dimensions of the research must be delimited and in addition the indicators must be structured, where the instruments are used to obtain data through of the interview and the direct observation.

It is analyzed the sentence of the informal appellative speech, which has dimensions as the regional dialect, grammatical competence and sales strategies. These parameters provide items for the elaboration of questionnaires and the open questions for the interview.

To illustrate in an efficient way, it show a table the following operationalization of variables:

## 6.1. Operationalization of variables

VARIABLE			TECHNIQUES	
			INSTRUMENT	TOOLS
Appellative Speech	This type of speech is characterize d by being emotional, friendly and	<b>Types of appellative :</b>	<b>Interview:</b>	
		° Formal Speech	° Each	° It is done
		° Informal Speech	informant is	questionnaires with
		<b>Idiomatic words :</b>		open
		° Regional idioms		
		° Native words	<b>Observation:</b>	
		<b>Grammatical competence :</b>	°Each	° It is done a list with
		° Diminutive suffix	informant is	words and phrases
<b>Selling strategies :</b>		more used		
	° Oral speech	observed for		

## 7. VARIABLE

### 7.1. Informal appellative speech

This type of speech is used with people with whom you have great confidence as among friends, relatives, classmates, etc. this speech is used daily and that is characterized by being expressive and emotional, because it is used with close people. In this way the traders use this type of speech with their potential clients with whom they interact frequently. The characteristics of informal appellative speech are :

- The same idea is repeated a lot.
- Use of idioms, native words, suffixes and transfer of words.

### 7.2. Formal appellative speech

This type of speech is used in situations that are more serious and formal, and where speakers generally have a distant relationship, for example; *doctor-patient, chief-employee, student-tutor* etc. This speech is used in certain opportunities.

### **7.3. Characteristics of formal appellative speech**

- Correct pronunciation.
- Adequate and varied vocabulary.
- Use of well-constructed sentences or phrases.
- No are used taps, vulgarisms and idioms.
- Speech fluid and continuous.
- Are used longer sentences.
- There is no obvious repetition of words.
- It is not redundant; the information is delivered only once.
- The information is well structured and has a logical order.
- There are no omissions, the sentences are complete.

## **8. DIMENSIONS**

The dimensions emerge from the variables which are; the types of appellative speech, regional dialects, grammatical competence, sales strategies and six sub-dimensions (formal and informal speech, regional dialects, linguistic loans, appreciative suffixes and oral strategy). These dimensions and sub dimensions are created based on the needs of the research and the objectives set.

## **9. INDICATORS**

The indicators are established based on the linguistics characteristics most used by subjects of the study, like oral expressions frequently used by traders, which are delimited by the dimensions of the study. The indicators are transcribed in a questionnaire with several items, which are the instruments used in the field work.

## **10. VIABILITY**

It should also be mentioned that there is an accelerated growth of informal traders due to various socio-economic factors, the viability of study is possible because subjects of study are the traders, who collaborated without any problem.. The sample that is obtained is relatively small because it is a qualitative research and therefore it is not necessary to obtain a large sample.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

In this chapter, it is analyzed the data obtained from the interviews and the observations made in the Rodriguez market. the data of forty traders are analyzed through of statistical program (SPSS), where the items (words or sentences) more repeated it is measured in percentage, valid percentage and accumulated percentage of the items more used by traders.

In this market there are six-hundred traders legally established, but nevertheless the traders are working with their families doubling the number of traders, due to this fact, it can be observed a large number of children, adolescents, adults and old people trying to promote their products. Most of these traders are of native origin for this reason the speech that they use has great influence of native words. Also, it is important the level of trader's education because it determines the linguistic competence that each trader has.

#### **1. ANALYSIS OF INTERVIEW DATA**

The interview method is used to obtain information from the traders, however the interview provide part of what is required for the conclusion of the work. In order to illustrate data obtained from research the results be shown through tables and graphs..

##### **1.1. Definition of the linguistic elements to analyze**

In this stage of the study, it is analyzed the dimensions and their indicators to establish the linguistic elements most used by the traders, among them we have the informal speech, regional idioms, native words, diminutive suffixes and oral strategies, all these linguistic elements are analyzed through of frequency and repetition of items(words or sentences).

##### **1.2. Gender of informants**

Forty traders from six hundred are selected between men and women for the purpose of

making comparisons, the majority of traders are women but there are also some male traders,

for this end a table is presented to know percentages.

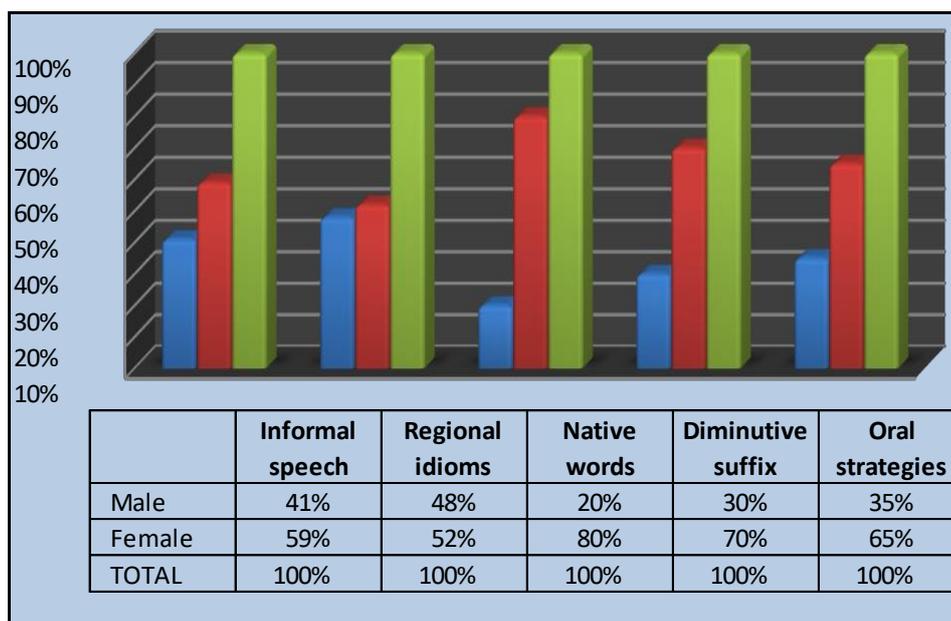
According to information provided by the general secretary of Rodriguez market, there are 600 traders legally affiliated, of which 48 are men and 552 are women, however, as previously mentioned on weekends and holidays, the number of traders is doubled, but for this study only affiliates members are considered.

**Table N° 6, Gender with major representatively**

VALID GENDER	TRADERS	PERCENTAGE	SELECTED
Male	48	8%	4
Female	552	92%	36
<b>TOTAL</b>	600	100%	40

As can be seen in table the 92% of traders are women and the 8% are man, which means which mean that gender with most representative are female.

**Graphic No 1, Gender with major representatively**



As can be seen in graphic both genders use informal appellative speech with frequency, with some differences but with the same purpose. Below are some examples between a male and a female seller:

- **Male:** *Patroncita cómprame p´ s tewa yapar, bien pesadito tewa dar.*
- **Female:** *Caserito llévate p´ s bien yapadito siempre tewa dar.*

### 1.3. Traders’ sale product

At this stage traders are classified by the type of product they sell, it was determined previously that the study subjects are 40 traders, they were classified into 4 groups; traders of meat, vegetables, groceries and fruits, however, due to the magnitude of Rodriguez market, there are other groups of traders, but the study focuses exclusively on the these classified groups.

**Table N° 7, traders classification according their sales products**

<b>PRODUCTS SELLER</b>	<b>SELECTED SELLERS</b>	<b>PERCENTAGE</b>
Vegetables seller	8	20%
Meats seller	12	30%
Fruits seller	12	30%
Groceries seller	8	20%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Examples of the speech of traders of different products:

- **Vegetables sellers:** *Patroncito comprame p´ s bien yapadito tewa dar.*
- **Meat sellers:** *Caserita llevate p´ s bien pesadito, te voy a dar.*

- *Fruits sellers: Caserito llevate no más p's bien fresquitos están, tewa yapar*
- *Groceries sellers: Caserita comprame p's bien pesadito te voy a dar.*

#### 1.4. Origin of traders

At this stage traders are selected and quantify by their origin, to know the advantages and disadvantages they have over other traders; the data obtained are reflected in following tables of percentage:

**Table N° 8, Traders classification according their origin**

<b>TRADERS ORIGIN</b>	<b>SELECTED TRADERS</b>	<b>PERCENTAGE</b>
Quechua	8	20%
Aimara	28	70%
Mestizo	4	10%
Others	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Some examples of traders 'speech from different origins:

- *Quechua: Caserita cómprame no más p's bien yapadito tewa dar.*
- *Aimara: Caserita llévate no mas p's bien wawita estan mis choclitos.*
- *Mestizo: Caserita cómprame p's bien pesadito te voy a dar.*

### 1.5. Academic level of traders

The interview determined that the traders have different academic levels like university, secondary, primary and initial, but however they use the informal appellative speech as sales strategies, because, regardless of the academic level of the traders, informal speech is the strategy most used by them.

**Table N° 9, Traders classification according their academic level**

ACADEMIC LEVEL	TRADERS	PERCENTAGE
University	4	10%
Secondary	8	20%
Primary	20	50%
Initial	8	20%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

For a better understanding of this aspect, it shows the following examples of traders with different academic levels:

- **University level:** *Caserita cómprame p's , mira mis choclitos bien wawitas están llévate p's.*
- **Secondary level:** *Patroncito llévate p's bien fresquitos estan, yapadito tewa a dar.*
- **Primary level:** *Caserito cómprame no más pues patroncito, bien yapadito siempre tewa dar.*
- **Initial level** *Llévate p's caserita bien yapadito siempre tewa dar.*

## 2. ANALYSIS OF DIRECT OBSERVATION DATA

Direct observation method is used to obtain information from the traders, this information contributed to establish linguistic aspects that is not taken into account by the interview.

### 2.1. Idioms most used by traders

The paceños idioms have a great variety for this reason research just focused on idioms of traders, in order to illustrate the data obtained from de direct observation the results are exposed through the following table:

**Table N° 10, classification of idioms most used by traders**

<b>VALID</b>	<b>TRADERS</b>	<b>PERCENTAGE</b>
No mas	8	20%
Tewa	8	20%
Pues	8	20%
Yahaa	4	10%
Siemprep´s	8	20%
Yap´s	4	10%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

These idioms are the most representative in the jargon of traders; they have the ability to alternate these idioms in their speeches depending on the type of customer.

### 2.2. Native words most used by traders

Most traders have native descent for this reason they have knowledge of many native words, however the traders use two native words very often the first is the word "Yapa", that comes from the native language Quechua which is the most used by traders and secondly word is the word "wawita", that comes from the native language Aimara.

Examples of native words:

- *Patroncito llévate p´s bien fresquitos estan, **yapadito** tewa a dar.*
- *Caserito cómprame no más pues patroncito, bien **yapadito** siempre tewa dar*
- *Llévate p´s caserita bien **yapadito** siempre tewa dar*
- *Caserita cómprame p´s, mira mis choclitos bien **wawitas** están llévate p´s.*

In these examples the word “Yapa” is the most used in the commercial operations, because it also has a meaning of promotion and only in some cases other native words are used like “wawita”.

**Table 11, classification of native words most used by traders**

NATIVE LANGUAGE	NATIVE WORDS	PERCENTAGE
Quechua	Yapa	85%
Aimara	Wawita	15%
<b>TOTAL</b>		100%

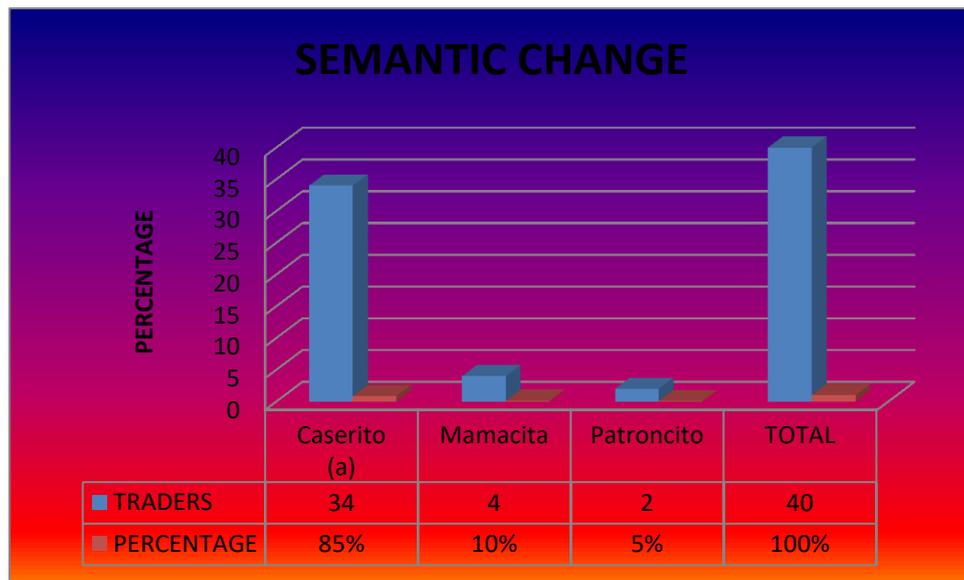
### 2.3. Semantic change (According to regional context)

The transfers of words occurs very frequently in the city, one of most outstanding examples are the following words: *casero*, *mamasita* and *patroncito* these words change their meaning according to regional context. The first word *casero* means in Spanish a person who charges some type of income, but in the market, it means a possible customer. The second word *mamasita* means in Spanish a mother in an affective sense or attractive woman, but in the market, it means a possible customer. The third word *patroncito* means in Spanish a person who is the employer, but in the market, it means a possible customer

Examples of semantics changes:

- *Caserita* cómprame no más pues, bien yapadito siempre te wa dar
- Llévate p's *mamacita* bien yapadito siempre te wa dar
- *Patroncito* llévate p's bien fresquitos estan, yapadito te wa a dar.

Graphic No 2



In this graphic, it is observed that the word “Casero” is the most used, because this word is more used than others in most commercial transactions, although the three have a friendly connotation.

#### 2.4. Strategy used by traders

Currently there are several sales strategies, for this study four types of strategy are taken into account, the more used are tell stories, presentation of evidence, involve to consumer and make comparisons, these strategies are used in combination with the informal appellative speech.

## **2.5. Tell stories**

One of the most effective techniques to persuade a potential client is to include stories within the speech, to show testimonials from other people who have used the product or origin of the product.

- *¡Cómprame pues caserito choclito dulce de Rio Abajo es!*

## **2.6. Present evidence**

Telling a potential buyer that your product is what you need to satisfy a certain need is not enough, show it. This is more effective than a long speech, for example, if you have a store, allow your audiences to interact with the products, if this is not possible, then resort to the lifeline of the stories.

- *Ves caserita la carne de chanco de cabaña tiene menos grasa que el chanco criollo.*

## **2.7. Involve the consumer**

It is another selling technique, where the client is involved within the speech, making him participate as much as possible. Why? If the client does not get involved enough with what trader is saying, the customer will end up losing all interest in what trader say.

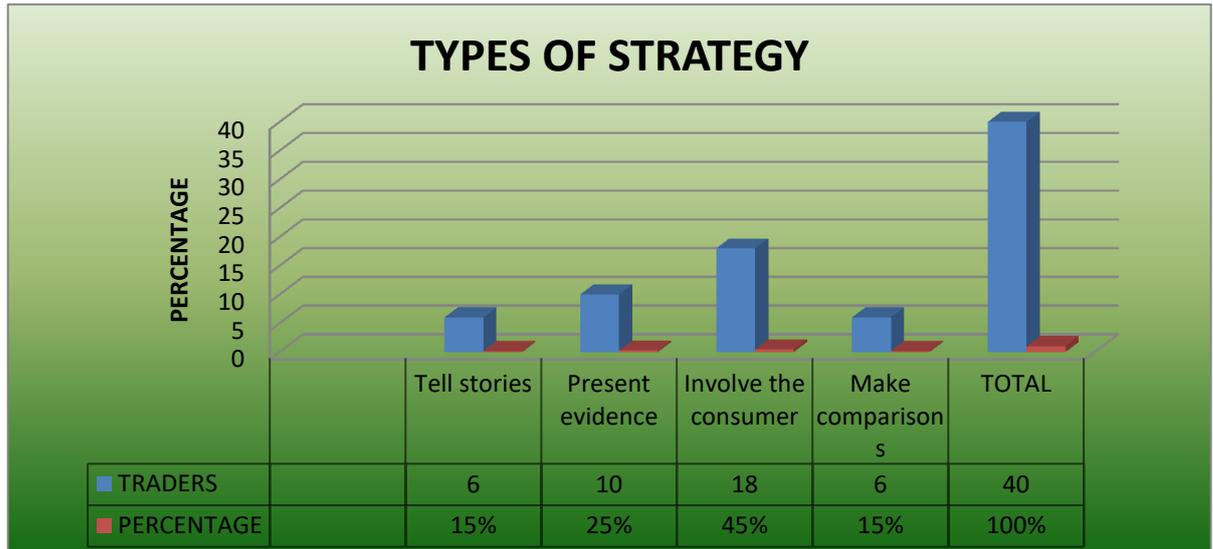
- *¿Hay esta p's caserito bien lindo, wawita siempre esta caserito o no?*

## **2.8. Make comparisons**

This technique can go in two ways. First, showing how the trader can change a person's experience before and after using the product or service. The other is to directly compare the product with one of the competition. It is not about speaking ill of the other, but about making clear why yours is better.

- *Mira p' s mis tomates patroncito más bonitos que del frente son, al mismo precio te wa dar.*

**Graphic No 3**



The graph shows that traders use the strategy of involving consumer more frequently than the others, because this strategy initiates the conversation with the customers and after it allows introducing the other strategies once obtained the attention of customers.

### **2.9. Use of appreciative suffix**

It is known that there are three types of appreciative suffixes of which the diminutive suffixes (-ito, -ita) are the most used by the traders in the majority of their sentences, they can use these suffixes in different languages like the Spanish (Patronc-ito), Quechua (Yapad-ito) and Aimara (Waw-ita) because they have the ability to combine words from different languages and translate them into a single sentence, as seen in the following example:

- *Pactroncito comprame p' s bien wawitas estas mis chochitos, yapadito te wa a dar.*

**Table 12, classification of diminutive suffix most used by traders**

<b>DIMINUTIVE SUFFIX</b>	<b>TRADERS</b>	<b>PERCENTAGE</b>
-ito, -ita	40	100%
-illo, -illa	0	0%
-uelo, -uela	0	0%
<b>TOTA</b>	<b>40</b>	<b>100%</b>

As shown in the table, traders use the diminutive suffixes *ito, ita* with absolute frequency without taking into account other diminutive suffixes.

### **3. SYNTACTIC ANALYSIS**

#### **3.1. Idioms of La Paz city**

There is a great variety of idioms in this region of the country according to social sectors; the traders use the idioms most common of region with the ability to combine these idioms in their sales promotions, between these idioms are taken into account:

**Table 13, Regional idioms**

<b>REGIONAL IDIOMS</b>	<b>DEFINITIONS</b>	<b>EXAMPLES</b>
<b>No mas</b>	Which means disconformity	° <i>Caserito llevate no mas p's, ves así eres.</i>
<b>Tewa</b>	It is the contraction of a pronoun and verb (te voy)	° <i>Patroncito llevate p's bien yapadito tewa dar.</i>
<b>Pues</b>	Which means conformity or requests	° <i>Patroncito comprame pues</i>

	according to the situation	<i>bien pesadito te wa dar.</i>
<b>Yahaa</b>	It has different meaning depend of contexts for example it can means acceptation, surprise or admiration	• <b>Yahaa</b> <i>eso es todo caserita.</i>
		• <b>!yahaa</b> <i>no te creo patroncito;</i> ° <i>No te creo caserito acaso</i> <b>yahaa....</b>
<b>Siempre</b>	It is a time adverb very utilized in La Paz	° <i>Llévate p's caserita bien yapadito</i> <b>siempre</b> <i>te wa dar.</i>
<b>Ya ps</b>	Which is a contraction between ya and pues, which means conformity	• <b>Ya p's</b> <i>te doy caserito para que siempre me lleves.</i>
<b>Acaso</b>	It means admiration	• <b>!Acaso</b> <i>a muerto;</i>
<b>Nove</b>	It means conformity	• <b>Bien yapadito esta patroncito</b>

### 3.2. Semantic change

The word "*casero*" initially means in Spanish a person, who charges some type of income, but as time passed in much regions of South America this word suffered a semantic change. In Ecuador, Peru, Chile and Bolivia this word changes its means, it is told a person who is a seller or possible buyer, as seen in the following examples:

**Buyer:** *A cuanto esta tus naranjas caserita.*

**Seller:** *Caserito comprame p's.*

### 3.3. Diminutive suffix

There are diminutive suffixes in Aimara and Quechua with different grammatical structures and rules, however these suffixes are not used in the speech of traders, they only use the lexical roots from native language, to this lexical root is added the diminutive suffixes of Spanish. Without realizing the traders are creating words

combined between native words with Spanish suffixes. For a better understanding of this aspect, it shows the following table:

**Table 14, combined words**

NATIVE LANGUAGE	LEXICAL ROOT	SPANISH SUFFIX	NEW WORD	DEFINITION
Quechua	Yapa	-dito	Yapadito	Aumentadito
	warmi	-sita	Warmisita	Mujercita
Aimara	Wawa	-ita	Wawita	Bebecito
	Uta	-ita	Utita	Casita

#### 4. RESULTS AND CONCLUSIONS

##### 4.1. Results obtained

The hypothesis of study responds satisfactorily to problem statement and to established objectives. In this study there are two problem statement, the first responds to;

***- How often the traders use of informal appellative speech to persuade customers?***

The answer to the problem statement determined that traders use this speech constantly when they promote their products to customers, with a percentage of 90%, that is, they use this speech with all their potential clients.

The purpose of this speech used by traders is to persuade customers, for these purpose traders must use a speech according to the customer (age and gender). This speech used properly has the ability to favorably influence the final decision of the customer.

The second problem statement responds to:

***- How do the traders build up their appellative speech in their lexical competence?***

The study determined that traders created a merged lexicon between regional dialects, native words, and semantic changes, for a better description of second problem statement, it is showing the next graphic:

**Graphic N° 4, Example of Informal Appellative Speech**

<i>Caserito</i>	<i>cómprame</i>	<i>pues</i>	<i>bien</i>	<i>yapadito</i>	<i>siempre</i>	<i>tewa dar.</i>
↓	↓	↓	↓	↓	↓	↓
<b>Semactic change</b>	<b>Verb</b>	<b>Idioms</b>	<b>Adverb</b>	<b>Native word</b>	<b>Adverb</b>	<b>Verb</b>
↓	↓	↓	↓	↓	↓	↓
According to Royal Spanish Academy, casero means what is done or happens in a family, with confidence and without formalities. But in Bolivia, casero is told to people who make commercial transactions frequently or momentarily in neighborhood or informal markets.	The word comprar is a pronominal transitive verb, which is conjugate in present tense	This word is an idiom of appeal and acceptability that works as complement to verb	In its broader use the term bien refers to that which in itself has complement of perfection or that which is object of	This word comes from Quechua, which means adding certain merchandise that traders gives to client after his purchase with the addition of the diminutive suffix in Spanish ( <i>ito</i> ).	Time adverb: In all occasions in which it is possible or given appropriate circumstances, or very frequently.	"Tewa dar" is the contraction of a verbal periphrasis, whose real origin is "te voy a dar", this type of contraction is also used by other social sectors.

*Credit-source own*

**General objective**

- *To describe how often traders use informal appellative speech as strategy to persuade customers and to describe the lexical construction of the traders' speech.*

The study determined that strategy most uses by traders is oral speech, this speech is used in order to persuade potential buyers, with a percentage of 90% over others, this speech is use with each possible client, where seller and buyer interact in a commercial

transaction face to face. The construction of traders 'speech is describe in the graphics N° 4, in these graph is describes the speech of traders word by word with their respective meanings and diminutive suffixes.

In this work four specific objectives are proposed:

- To describe kind of appellative speech is using by traders.
- To determine influence of idioms on informal appellative speech.
- To determine influence of native words on informal appellative speech.
- To describe the kind of suffix that traders use in speech.

The first specific objective shows that traders use informal appellative speech frequently in the majority of their commercial transaction, when speak with their customers.

In second specific objective it is demonstrate that influence of idioms is present in informal speech of traders, they act as complements of appeal of verb, thus, these idioms are present in lexical competence of traders with its different variations.

The third specific objective determined that native words have great influence in speech of traders in majority of their commercial offers with a percentage of 80%. They use two native words constantly the words "yapa" with a percentage of 70% and "wawita" with a percentage of 10%, the first word is of Quechua origin and second word is of Aimara origin.

The final specific objective determined that traders use the diminutive suffixes frequently in their sales strategies as offers and discounts.

## **4.2. CONCLUSIONS**

The traders use informal appellative speech as sales strategy that they use every day, because this speech is a way to promote the products and increase their sales, but if they do not use this speech they not have the same success, due to fact that this speech has more

affective sense than formal speech. Thus, informal speech is currently use in most popular markets of city, also, this marketing strategy has influence on the decision of persons, in this case the customers. Also, they build their lexical competence which has combination of idioms, native words and transfer of words according to the region, this lexical competence is named informal appellative speech.

The study demonstrates that women use the informal appellative speech more than men with 59% and men with 41%, also, it was shown that the majority of traders are from native origin (Quechua and Aymara).

The age of the traders varies since adolescents, adults and the elderly, but they have something in common, they all use the same speech with the same frequency, to achieve the same objective

In the study it is showed that there are traders with different academic levels, however this does not influence the creation of their sentences because they intuitively create their sentences.

This study only shows a part of everything that cover this linguistic phenomenon, currently there are not many works related to this growing linguistic phenomenon, for this reason more studies similarly must be carried out.

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# ANNEXES

## DATA COLLECTION INSTRUMENTS

Subject of study N° 1

Place: Rodríguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Con cariño les hablo y les ofresco

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

A veces no siempre

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

No

5. ¿Por qué les llama a sus clientes caserito (a)?

no se así siempre decimos aquí

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahan	c) <u>Pues</u>	d) Siempre's	e) Yap's	a) <u>Yapa</u>
f) Tewa	g) Acaso				b) Wawita
					c) Tata
					d) Tatitui
					e) Mama
					f) Janiwa
					g) Yuspayapa
					h) Munata
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory		a) Tell stories	b) <u>presentation of evidence</u>
-no -ita -illo -illa	-ísimo -érrimo	-sico -aja -cjo -eja -acho		c) Involve to consumer	d) Make comparisons

## DATA COLLECTION INSTRUMENTS

Subjet of study N° 2

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les rebajo mis verduntitas así vienen

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Por eso les rebajo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

Sí a veces

5. ¿Por qué les llama a sus clientes caserito (a)?

Hay no se así no más dicen

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech					Informal Speech			
a) Employee-boss	b) Teacher-students	c) Academics texts			a) Friends	b) Family	c) Customers-buyers	
d) Diplomatic people	e) News presenters				d) Partner			
Regional idioms					Native words			
a) No mas	b) Yahaa	c) Pues	d) Siempre's	e) Yap's	a) Yapa	b) Wawita	c) Tata	d) Tatitui
f) Tewa	g) Acaso				e) Mama	f) Janiwa	g) Yuspayarpa	h) Munata
Appreciative suffix					Strategies of oral speech			
a) Diminutive	b) Superlative	c) Derogatory			a) Tell stories	b) Presentation of evidence		
<input checked="" type="checkbox"/> -ito <input type="checkbox"/> -illo <input type="checkbox"/> -illa <input type="checkbox"/> -irino <input type="checkbox"/> -errino <input type="checkbox"/> -ajo <input type="checkbox"/> -aja <input type="checkbox"/> -ejo <input type="checkbox"/> -eja <input type="checkbox"/> -acho					c) Involve to consumer	d) Make comparisons		

## DATA COLLECTION INSTRUMENTS

Subject of study N° 3

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Benito les hablo

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo a mis caseritos

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

No

5. ¿Por qué les llama a sus clientes caserito (a)?

No se

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional Idioms			Native words		
a) No mas	b) Yahan	c) Pues	d) Siempre's	e) Yap's	
f) Tewa	g) Acaso				
			a) Yapa	b) Wawita	c) Tata
			e) Mama	f) Janiwa	g) Yuspayarpa
					h) Munata
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
-ito -illo -lla	-ísimo -ísimo	-ajo -ajo -ejo -ejo -acho	c) Involve to consumer	d) Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 4

Place: Rodríguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Con cariño los llamo

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Los Yapo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

Si

5. ¿Por qué les llama a sus clientes caserito (a)?

No se

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

Si quechua es

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech					
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers			
d) Diplomatic people	e) News presenters		d) Partner					
Regional idioms			Native words					
a) No mas	b) Yahaa	c) Pues	d) Siemprep's	e) Yap's	a) Yapa	b) Wawita	c) Tata	d) Tatitui
f) Tewa	g) Acaso				e) Mama	f) Janiwa	g) Yuspayarpa	h) Munta
Appreciative suffix			Strategies of oral speech					
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence				
-ito -ita -illo -illa	-ísimo -ísima	-ajo -aja -ejo -eja -acho	c) Involve to consumer	d) Make comparisons				

## DATA COLLECTION INSTRUMENTS

Subject of study N° 5

Place: Rodríguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

*Les muestro mis manzanitas*

2. ¿Qué tipo de promoción utiliza para ganar clientes?

*Por mayor más barato les doy*

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

*No*

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

*No*

5. ¿Por qué les llama a sus clientes caserito (a)?

*No se así, no más decimos*

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

*No*

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional Idioms			Native words		
a) No mas	b) Yahaa	<input checked="" type="checkbox"/> c) Pues	d) Siempre's	e) Yap's	<input checked="" type="checkbox"/> a) Yapa
f) Tewa	g) Acaso				b) Wawita
					c) Tata
					d) Tatitui
					e) Mama
					f) Janiwa
					g) Yuspayapa
					h) Munata
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
<input checked="" type="checkbox"/> -ito	<input checked="" type="checkbox"/> -illo	<input checked="" type="checkbox"/> -illa			
<input checked="" type="checkbox"/> -ismo	<input checked="" type="checkbox"/> -esimo	<input checked="" type="checkbox"/> -ajoi			
<input checked="" type="checkbox"/> -ajia	<input checked="" type="checkbox"/> -eja	<input checked="" type="checkbox"/> -acho	e) Involve to consumer	<input checked="" type="checkbox"/> d) Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 6

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les rebajo si llevan por mayor

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No aquí no más

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

Si

5. ¿Por qué les llama a sus clientes caserito (a)?

No se

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No, amara creo que es

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahaa	c) Pues	<input checked="" type="checkbox"/> d) Siempre's	e) Yap's	a) Yapa
b) Tawa	g) Acaso				b) Wawita
					c) Tata
					d) Tatitui
					e) Mama
					f) Janiwa
					g) Yuspayapa
					h) Munata
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
<input checked="" type="checkbox"/> -ito -illo -illo	-ísimo -ísimos	-ajo -aja -ejo -aja -acho	<input checked="" type="checkbox"/> Involve to consumer	d) Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 7

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Yapadito te wa dar les digo

2. ¿Qué tipo de promoción utiliza para ganar clientes?

les rebajo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No sob con los casenitos

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

si

5. ¿Por qué les llama a sus clientes caserito (a)?

así me han enseñado

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

Quechua

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yabaa	c) Pues	d) Siemprep's	e) Yap's	
<input checked="" type="checkbox"/> f) cwa	g) Aceso				
			a) Yapa	b) Wawita	c) Tata
			d) Tatitai	e) Mama	f) Janiwa
			g) Yuspayapa	h) Mamma	
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
<input checked="" type="checkbox"/> -chi	<input checked="" type="checkbox"/> -ito				
			c) Involve to consumer	d) Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 8

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les vendo rebajándoles

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo si llevan poco y les rebajo si llevan por mayor.

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

No siempre

5. ¿Por qué les llama a sus clientes caserito (a)?

Así debemos siempre

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahaa	c) Pues	d) Siempre's	e) Yap's	
f) Tewa	g) Acaso				
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
ojo -ita -illo -illa -ísimo -érrimo -ajol -ajin -ejo -ejin -acho			c) Involve to consumer	d) Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 9

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les muestro mis choclitos wawitas

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

mmm. a veces

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

Si

5. ¿Por qué les llama a sus clientes caserito (a)?

Así se les dice a los compradores

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

Aimara

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahan	c) Pues	d) Siempre's	e) Yap's	
f) Tewa	g) Acaso				
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
-(u)ch(a) -illo -illa -ísimo -ísimo -aj(a)-aj(a) -ejo -aja -acho			c) Involve to consumer	d) Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 10

Place: Rodríguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les llamo habiendoles bonito

2. ¿Qué tipo de promoción utiliza para ganar clientes?

les rebajo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

si

5. ¿Por qué les llama a sus clientes caserito (a)?

Hay no se la costumbre

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahaa	c) Pues	d) Siempre's	<input checked="" type="checkbox"/> e) Yap's	<input checked="" type="checkbox"/> a) Yapa
b) Tewa	g) Acaso				b) Wawita
					c) Tata
					d) Tatini
					e) Mama
					f) Janiwa
					g) Yaspayapa
					h) Mawra
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
<input checked="" type="checkbox"/> -ito -ita	<input checked="" type="checkbox"/> -ísimo -ísima	<input checked="" type="checkbox"/> -ito -ita -cho	<input checked="" type="checkbox"/> resolve to consumer	d) Make comparisons	



## DATA COLLECTION INSTRUMENTS

Subject of study N° 12

Place: Rodríguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Coqueteandoles

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les rebajo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

No

5. ¿Por qué les llama a sus clientes caserito (a)?

No se, me acostumbre a llamarlos así

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahaa	c) <u>Pues</u>	d) Siempre's	e) Yap's	a) <u>Yapa</u>
f) Tewa	g) Acaso				b) Wawita
					c) Tata
					d) Tatitui
					e) Marra
					f) Janiwa
					g) Yuspayapa
					h) Munata
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) <u>Presentation of evidence</u>	
<u>-ito</u> <u>-illo</u> <u>-illo</u> <u>-illo</u>	<u>-ísimo</u> <u>-ísimo</u>	<u>-aco</u> <u>-ajo</u> <u>-ejo</u> <u>-aja</u> <u>-acho</u>	c) Involve to consumer	d) Make comparisons	



## DATA COLLECTION INSTRUMENTS

Subject of study N° 14

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les llamo p's bonito con cariño

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

Si

5. ¿Por qué les llama a sus clientes caserito (a)?

por que es más bonito

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

quechua

### B) DIRECT OBSERVATION

Formal Speech					Informal Speech			
a) Employee-boss	b) Teacher-students	c) Academics tests			a) Friends	b) Family	c) Customers-buyers	
d) Diplomatic people	e) News presenters				d) Partner			
Regional Idioms					Native words			
a) No mas	b) Yahaa	c) Pues	d) Siempre's	e) Yap's	a) Yapa	b) Wawita	c) Tata	d) Tatitui
f) Tewa	g) A caso				e) Mama	f) Janiwa	g) Yuapay-apa	h) Mautta
Appreciative suffix					Strategies of oral speech			
a) Diminutive	b) Superlative	c) Derogatory			a) Tell stories	b) Presentation of evidence		
e) -ito -illo -illa -isimo -ísimo -ajo -aja -ajo -aja -acho					c) Involve to consumer	d) Make comparisons		

## DATA COLLECTION INSTRUMENTS

Subject of study N° 15

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les ofresco mis verduritas frescas

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les rebajo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

Si

5. ¿Por qué les llama a sus clientes caserito (a)?

La costumbre

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahaa	<input checked="" type="checkbox"/> c) Pues	d) Siempre's	e) Yap's	
f) Tewa	g) A caso				
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory		a) Tell stories	b) Presentation of evidence
<input checked="" type="checkbox"/> -illo -illa	<input checked="" type="checkbox"/> -ísimo	<input checked="" type="checkbox"/> -ísimo	<input checked="" type="checkbox"/> -ajá -aja -ejo -eja -acho	c) Involve to consumer	<input checked="" type="checkbox"/> d) Make comparisons





## DATA COLLECTION INSTRUMENTS

Subjet of study N° 18

Place: Rodríguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Les digo patroncito patroncita comprame p/s

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les rebaja

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

A veces

5. ¿Por qué les llama a sus clientes caserito (a)?

Ellos también así nos dicen

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

No

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yaha	c) Pues	d) Siempre's	e) Yap's	a) Yapa
f) Tewa	g) Acaso				b) Wawita
					c) Tata
					d) Tatitui
					e) Matra
					f) Janiwa
					g) Yuspayarpa
					h) Munata
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
c) -ito -illo -illa -isimo -esimo	-ajo -aja -ejo -eja -acho		c) Involve to consumer	d) Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 19

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Con cariño les llamo

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

No con los casos no más

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

No siempre

5. ¿Por qué les llama a sus clientes caserito (a)?

desde siempre así les decimos

6. ¿Sabe usted de que origen nativo es la palabra "Yapo"?

Atmara

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
<input type="checkbox"/> Employee-boss	<input type="checkbox"/> Teacher-students	<input type="checkbox"/> Academics (etc)	<input type="checkbox"/> Friends	<input type="checkbox"/> Family	<input type="checkbox"/> Customer-buyers
<input type="checkbox"/> Diplomatic people	<input type="checkbox"/> News presenters		<input type="checkbox"/> Partner		
Regional kllims			Native words		
<input type="checkbox"/> Numa	<input type="checkbox"/> Yaka	<input type="checkbox"/> Puca	<input checked="" type="checkbox"/> Yapo	<input type="checkbox"/> Wawila	<input type="checkbox"/> Tate
<input type="checkbox"/> Tawa	<input type="checkbox"/> Acaza	<input checked="" type="checkbox"/> Siempre's	<input type="checkbox"/> Yapa	<input type="checkbox"/> Janiwa	<input type="checkbox"/> Yuyey aya
<input type="checkbox"/> Yapa		<input type="checkbox"/> Yapa	<input type="checkbox"/> Mama	<input type="checkbox"/> Manta	<input type="checkbox"/> Manta
Appreciative suffixs			Strategies of oral speech		
<input type="checkbox"/> Diminutive	<input type="checkbox"/> Superlative	<input type="checkbox"/> Derogatory	<input type="checkbox"/> Tell stories	<input type="checkbox"/> Presentation of evidence	
<input checked="" type="checkbox"/> -ito	<input type="checkbox"/> -ísimo	<input type="checkbox"/> -acho	<input checked="" type="checkbox"/> involve to consumer	<input type="checkbox"/> Make comparisons	

## DATA COLLECTION INSTRUMENTS

Subject of study N° 20

Place: Rodriguez Market

### A) INTERVIEW INSTRUMENT

1. ¿Cómo convence a sus clientes para venderles?

Con yapa vendo mis limoncitos

2. ¿Qué tipo de promoción utiliza para ganar clientes?

Les yapo siempre

3. ¿Usted habla igual con sus amigos, compañeros o familiares como con sus clientes?

Cuando estoy aquí no más

4. ¿Usted utiliza palabras nativas al hablar con sus clientes?

Si a veces

5. ¿Por qué les llama a sus clientes caserito (a)?

Así me han enseñado

6. ¿Sabe usted de que origen nativo es la palabra "Yapa"?

Aimara

### B) DIRECT OBSERVATION

Formal Speech			Informal Speech		
a) Employee-boss	b) Teacher-students	c) Academics texts	a) Friends	b) Family	c) Customers-buyers
d) Diplomatic people	e) News presenters		d) Partner		
Regional idioms			Native words		
a) No mas	b) Yahan	c) Pues	d) Siempre's	e) Yap's	
f) A'ewa	g) Acaso				
Appreciative suffix			Strategies of oral speech		
a) Diminutive	b) Superlative	c) Derogatory	a) Tell stories	b) Presentation of evidence	
-ito -ita -illo -illa -ísimo -ísima	-ísimo -ísima	-ajo -aja -ejo -eja -acho	c) Involve to consumer	d) Make comparisons	