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Language Attitudes [Linguistics]

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ELL 101- Global Learning Assignment

This is a two-part assignment on Language Attitudes. For this assignment, we ask you to consider how language use and attitudes relate to various dimensions of LaGuardia's Global Learning Competency.

These dimensions are intended to get students to think about how Global issues:

- Strengthen students' knowledge and understanding of divergent global perspectives and pluralistic views
- Raise students' awareness of how diverse cultural perspectives based on nationality, race, class, ethnicity, gender, religion, disability, and sexuality are shaped within global contexts.
- Help students recognize and understand the origins and influences of their own heritage as well as its limitations and develop a position with a systemic understanding of the interrelationships among the self, local and global communities
- Broadens students' perspectives on ethics and power locally and globally

Part 1: Language Attitudes: Your Language

We all have opinions about the way we speak and about how other people speak. Whether we consider our language/dialect to be "good" or "bad," prestige or stigmatized forms of speech, the fact is that we all have opinions about language which shape our views about different people. For this first assignment, you are to write a paper that describes the attitudes that you and others have about your language/dialect.

1.1 Questions:

Here are some questions to guide your research and to get you started writing:

Your Language (If you are multilingual (speak more than one language), choose one language to focus on.)

1. What attitudes exist about your language/dialect? What are some things different people might say about your language/dialect? Give some examples.
2. Would the general public describe your language/dialect as the prestige form (higher status)? Or the stigmatized form (lower status)? How might they describe it? Why do you think they see it this way?
3. Is your language/dialect perceived in different ways in different areas or contexts? What are the differences and why do you think this is?
4. What social factors do you think are associated with attitudes that people have towards your language/dialect? Racial? Socioeconomic class? Cultural? Education? Ethnic? Sexual or gender identity association? Physical/mental impairment? Anything else? Explain why any of these might contribute to people's attitudes towards your language/dialect.

Your paper should be 2 pages minimum, with 12pt Times New Roman Font and 1 inch margins.

If you are using any material that is not your own in the paper, please cite (APA or MLA style)

Failure to submit on time will result in reduction of grade.

Part 2: Language Attitudes Outside of the United States

This assignment asks you to consider how language use and attitudes relate to various dimensions of LaGuardia's Global Learning Competency.

These include how Global issues

- Strengthen students' knowledge and understanding of divergent global perspectives and pluralistic views
- Raise students' awareness of how diverse cultural perspectives based on nationality, race, class, ethnicity, gender, religion, disability, and sexuality are shaped within global contexts.
- Help students recognize and understand the origins and influences of their own heritage as well as its limitations and develop a position with a systemic understanding of the interrelationships among the self, local and global communities
- Broadens students' perspectives on ethics and power locally and globally

Part 2 Assignment

In Part 1 of this assignment, you looked at your own language/dialect or variety and discussed attitudes that exist towards your language/dialect. In Part 2, you will choose a language/dialect you are not familiar with and research the attitudes that exist about that language/dialect. You may not choose the same language you wrote about in Part 1.

2.1 Questions:

Here are some questions to guide your research and to get you started writing:

1. Provide background information about this language. For example, how many first language speakers of the language are there? What parts of the world is it spoken in? Who speaks it? Is it commonly spoken as a second language/dialect? Where and who speaks it as a second language/dialect?
2. What attitudes exist about this language/dialect? What are some things different people might say about it? Give some examples.
3. Is this language/dialect perceived in different ways in different areas or contexts? What are the differences and why do you think this is?
4. What social factors do you think are associated with attitudes that people have towards this language/dialect? Racial? Socioeconomic class? Cultural? Education? Ethnic? Sexual or gender identity association? Physical/mental impairment? Anything else? Explain why any of these might contribute to people's attitudes towards the language/dialect.

2.2 Conclusion:

After answering these questions, think about the language attitudes that you wrote about in both parts of this assignment and discuss the following in your conclusion:

Reflect on how writing this assignment has challenged you to think more deeply about the role of **perception** of how people use language, and how this can foster attitudes towards the speakers of a particular language/dialect. Also consider how these attitudes might be another way in which various forms of discrimination continue to occur.

Your paper should be 3 pages minimum, with 12pt Times New Roman Font and 1 inch margins.

If you are using any material that is not your own in the paper, please cite (APA or MLA style)

Failure to submit on time will result in reduction of grade.

If you need help choosing a language to focus on in Part 2, you may investigate one of the following languages, or you may investigate one of your own choosing:

- South African *Bantu* speakers as perceived by White South Africans
- South African *Afrikaans* speakers as perceived by Black South Africans
- Haitian *Creole* speakers as perceived by Dominicans
- Quebec *French* speakers as perceived by Parisian French
- British *Cockney English* speakers as perceived by upper class British
- *Tibetan* speakers as perceived by Han Chinese
- *Korean* speakers as perceived by Japanese
- *Saami* speakers as perceived by Finns and Norwegians
- *Oromo* speakers' attitudes towards other (minority) language speakers in Eritrea
- *Amaric* speakers attitudes towards *Tigrinya* speakers in Eritrea
- *Basque* speakers as perceived by Spaniards
- Hutu *Bantu* speakers and Tutsi *Bantu* speakers attitudes towards each other