

Language Use, Attitudes, and Beliefs in a Global World and in Your Local Context Project

Components, Due Dates, and Points

The project is worth 50% of your course grade divided in the following way:

September 15:	Pre-assessment (3%)
October 6:	Reflection on language (6%)
October 20:	Language context in a global world assignment (6%)
October 27:	Survey assignment (6%)
November 17:	Data analysis assignment (6%)
December 1:	Final project (20%)
December 9:	Post-assessment (3%)

Your Task: Write about global and local language use and attitudes.

First, research and write about **language attitudes outside of the United States**. Choose a language/dialect outside of the United States and research the attitudes that exist about that language/dialect.

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

1. Provide background information about this language/dialect. For example, how many first language speakers of the language/dialect 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? Situate it in a larger linguistic context – what is the language family? What is the status of this language/dialect via the standard form?
2. What attitudes exist about this language/dialect? What are some things different people might say about it? Give some examples.
3. Why might this language/dialect be perceived in different ways in different areas or contexts? Provide linguistic examples of differences, such as phonological, lexical and grammatical differences that may exist.
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.
5. Why did you select this language/dialect?

If you need help choosing a language to focus on, you may investigate one of the following languages, or you may investigate one of your own choosing. Some examples include:

- Quebec *French* versus Parisian *French*
- British *Cockney English* versus upper class *RP British English* (RP=Received Pronunciation)
- *Cantonese* versus *Mandarin Chinese*
- *North Korean* versus *South Korean*
- *Catalan* versus *Castilian Spanish*
- *Ukrainian* versus *Russian*

Think of other language contexts in the Spanish-speaking, Portuguese-speaking, Chinese-speaking, Arabic-speaking, and Hindi-speaking world, among others.

Samples of previous student work will be shared via the course ePortfolio.

Second, follow the global consideration of language use and attitudes by connecting it to **your own relationship with the dialect you speak**. Whether we consider our dialect to be "good" or "bad," prestigious or stigmatized forms of speech, the fact is that we all have opinions about language which shape our views about different people. Write a reflection that describes the attitudes that you and others have about your dialect. [If you are multilingual (speak more than one language), include the English variety you speak in your discussion.] In your Reflection in the beginning of this class, you looked at your own language/dialect or variety and discussed attitudes that exist towards your language/dialect. Turn your reflection into academic piece and include this discussion in your paper.

Third, transition from the discussion of your personal relationship with the English variety you speak to the analysis of the **survey data on language variation**. For this part of the final project, you will engage in data collection to strengthen your understanding of language variation in American English. Applying quantitative analysis to a survey of language beliefs, you will explore language ideologies demonstrated by respondents from a wide range of sociocultural backgrounds. This will help you to frame Standardized American English and its role in education and professional endeavors. To complete this portion of the final research project, as a class we will develop a survey on language variation. You will collect data on the beliefs concerning language variation by disseminating the survey, then analyze the data by creating visualizations in the form of tables and graphs (one of each required), and interpret the results in the final write-up. This part of the final project will be based on your Survey and Data Analysis assignments.

Finally, to complete this discussion of a global and local language use as well as language variety, think about the language attitudes that you wrote about in both parts of this research paper and discuss the following in your conclusion:

- how people perceive others based on how they speak
- how these attitudes might be another way in which various forms of discrimination continue to occur
- the steps you can take to counter these perceptions and prejudices

Impact on Your Resume (from Prof. R. Barberet):

Student participant, National Science Foundation (NSF) funded project entitled Building Capacity: A Faculty Development Program to Increase Students' Quantitative Reasoning Skills. Participated in quantitative reasoning workshops as part of a liberal arts course *ELL 101: Introduction to Language*. Analyzed and interpreted survey data in Excel, producing tables and graphs. August-December, 2022.

Formatting:

Your paper should be 5 pages minimum, with 12pt Times New Roman Font, double spacing, and 1-inch margins. Use APA or MLA format for your citations.

Required sources:

You must use two sources from the syllabus (John McWhorter and William Labov are two excellent sources) and at least two additional sources (gather them during our library session). The two additional sources must be current, credible, relevant, and authoritative.

Submission:

Submit this paper via email to mekiert@lagcc.cuny.edu by the deadline indicated on the syllabus.

LaGuardia's Global Learning:

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

CUNY's Data Analysis Research Experience (DARE)s:

DARE aims to strengthen students' quantitative skills, including their ability to:

- Design survey question topics and collect data using Google forms;
- Work with spreadsheet software to manipulate and analyze data;
- Describe data in terms of measures of central tendency (e.g., mean, median);
- Prepare bivariate pivot tables using Excel or Google sheets;
- Convert raw numbers from tables to percentages;
- Prepare graphs in Excel/Google sheets, such as stacked bar charts; and
- Appropriately write about quantitative data, including tables with percentages.

Project Steps

Detailed instructions for each step of the project will be presented at each of the class workshops indicated below in bold. They will also be shared and discussed as an assignment with a due date. Instructional videos will also be available on the course ePortfolio. Some of the instructions will be provided in class (e.g., how to work with and analyze data) and therefore it is extremely important to attend classes regularly and to actively participate in all class activities.

OVERVIEW OF THE PROJECT

STEPS	TO DO	DUE
STEP 1 Pre-Assessment	Complete it on Blackboard (link to be sent)	\$5 remuneration
STEP 2 What I Want to Research	Writing Workshop on 10/18 - choose the global linguistic context - submit two scholarly sources on the topic	Complete the Reflection on Language (due 10/6) Complete the Language Context in a Global World Assignment (due 10/20)
STEP 3 Survey Design	Survey Workshop on 10/20 - design your research question about language variety beliefs - adopt survey questions (as a whole class) - submit your hypothesis	Complete the Survey Assignment (due 10/25)
STEP 4 Data Collection	Obtain at least 5 completed surveys.	Send emails by 11/1
STEP 5 Making Sense of the Data: Analysis and Interpretation of the Data	Numeracy Workshop on 11/15 - data transformation and analysis - tables and figures - interpretation of findings	Complete the Data Analysis Assignment (due 11/17)
STEP 6 Discussing my findings	Peer and instructor consultation - create a peer support group when investigating a similar research question - as a group, discuss work in progress with the instructor	Attend office hours
STEP 7 Writing It All Up	Write the minimum five-page paper (include the global, local, and survey analysis part, with one table and one figure)	Submit the Final Project (due 12/1)

RUBRIC	A	B	C	D	F
Thesis	Clearly stated and appropriately focused	Clearly stated but focus could have been sharper	Phrasing too simple; lacks complexity; not clearly worded	Lacks a clear objective or does not 'fit' content of the final paper	Not evident
Focus and Content	Sharp focus and illustrative content; sophisticated, well-documented, mature ideas	Clear focus and specific, illustrative and balanced content	Adequate focus, but unbalanced content; more analysis needed	Little analysis or commentary	Absence of focus and relevant content: content doesn't 'fit' thesis
Supporting Research	Thorough and relevant	Substantial and relevant	Adequate; relevance made clear	Insufficient; relevance not always made clear	Irrelevant, missing, or relies on assertion rather than research
Data Description and Analysis	Clear and insightful descriptions and interpretations of the data that are statistically and logically correct and connected to the thesis.	The data are correctly interpreted, but thoughtful insights are absent and/or disconnected from the thesis.	The data have been correctly interpreted, but little effort to make sense of the findings.	There are errors in the interpretations, either statistically or logically.	The data have not been interpreted/explained.
Tables/ Graphs	Properly formatted, labeled, and free of quantitative errors	Mostly correct, but there are a few errors	Contain several errors	Contain numerous errors	Missing or very problematic
Organization	Controlled; all four subsections present; strong topic sentences connecting the text	Logical and appropriate organization; all four sections present	Organization attempted, but unclear; some of the required subsections insufficient	Inconsistent organization; some of the required subsections missing	Absence of planned organization
Style	Writer's voice is strong, precision in tone, sentence structure, and word choice	Precision and variety in sentence structure and word choice	Limited, but mostly correct, sentence structure variety and word choice	Several awkward and/or unclear sentences. Problems with word choice	No apparent control over Sentence structure and word choice
Mechanics and Usage	Free of mechanical or usage errors	Few mechanical and usage errors	Some mechanical and usage errors, but not severe enough to interfere significantly with writer's purpose	Mechanical and usage errors which interfere with writer's purpose	Mechanical and usage errors that significantly interfere with the writer's purpose

