# UNIVERSIDAD MAYOR DE SAN ANDRÉS

## FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN

## CARRERA DE LINGÜÍSTICA E IDIOMAS



**THESIS**

**ON**

**"STUDENTS' LANGUAGE ATTITUDES TOWARDS AYMARA AS L2 AT MCAL. ANTONIO JOSÉ DE SUCRE – A, HIGH SCHOOL LOCATED IN THE CHICANI COMMUNITY, LA PAZ".**

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**FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN**

**CARRERA DE LINGÜÍSTICA E IDIOMAS**

Tesis de grado:

**"Students' language attitudes towards Aymara as L2 at Mcal. Antonio José de Sucre – A, high school located in the Chicani community, La Paz"**

Presentado por: Univ. Gladys Marilin Mayta Mallqui

Para optar el grado académico de Licenciada en Lingüística e Idiomas

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*This thesis is dedicated to my family, especially to my wonderful father, Silverio Mayta, my mother, Antonia Mallqui, who is an invaluable example to follow, and my old sister, Maria for her support and encouragement.*

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This thesis is only a beginning of my journey.

**RESUMEN**

El principal objetivo de esta tesis es determinar las actitudes lingüísticas de los estudiantes hacia el Aymara como segunda lengua, así mismo conocer el importante papel que juegan en el aprendizaje de los estudiantes hacia esta lengua indígena. Este estudio se llevó a cabo en el colegio "Mcal. Antonio José de Sucre – A" ubicada en la comunidad de Chicani, La Paz.

El contenido de esta tesis está dividido en seis capítulos que describen y explican las actitudes lingüísticas de los estudiantes, sus componentes y los factores que las determinan. El primer capítulo se refiere a la introducción y a la descripción del problema sobre las actitudes lingüísticas de los estudiantes hacia el Aymara como lengua indígena y los factores que las influyen. En base a esto, las preguntas de investigación, hipótesis, objetivos, justificación y la operacionalización de las variables son establecidas. El segundo capítulo se conforma por el marco de referencia teórica con el fin de respaldar esta investigación. Luego, el tercer capítulo comprende el marco teórico relacionado a la sociolingüística, actitudes lingüísticas, sus componentes, los factores que determinan las actitudes y el papel importante que juegan en el aprendizaje del Aymara como segunda lengua. El cuarto capítulo detalla la metodología de investigación en la cual se menciona el tipo de investigación, tipo de diseño, población, muestra, variables, instrumento y procedimientos para recopilar los datos. El quinto capítulo describe los resultados y análisis de este estudio. Finalmente, el sexto capítulo presenta las conclusiones que muestran no sólo los objetivos alcanzados, sino también la hipótesis que fue negada, porque los estudiantes tienen actitudes positivas hacia el Aymara como segunda lengua. Este capítulo también ofrece algunas recomendaciones para futuros estudios con el fin de ver la importancia de las actitudes lingüísticas principalmente en las lenguas indígenas.


*Palabras claves: sociolingüística, actitudes lingüísticas, componentes de las actitudes, Aymara como segunda lengua, Aymara como lengua indígena.*

# ABSTRACT

The main purpose of this thesis is to determine students' language attitudes towards Aymara as a second language, and to find out the important role that attitudes play on students' learning towards this indigenous language. This study was carried out at "Mcal. Antonio José de Sucre – A" high school located in the Chicani community, La Paz.

This thesis is divided into six chapters that describe and explain students' language attitudes, their components, and factors that determine them. The first chapter is related to the introduction and problem description of students' language attitudes towards Aymara as an indigenous language and factors that influence them. Based on this, the questions, hypothesis, objectives, rationale and achievement indicators are presented. The second chapter consists of the reference framework in order to support this research. Then, the third chapter comprises the theoretical foundation about sociolinguistics, language attitudes, their components, factors that determine attitudes and the role of language attitudes plays on Aymara learning as a second language. The fourth chapter covers the research methodology where it is mentioned the type of research, type of design, population, sample, variables, tool and procedure to collect data. The fifth chapter describes the results and analysis of this study. Finally, the sixth chapter establishes the conclusions that show not only the objectives achieved but also the hypothesis that was denied because students have positive language attitudes towards Aymara as a second language. This chapter also gives some recommendations for future studies about language attitudes in order to see their importance mainly on indigenous languages.

*Keywords: sociolinguistics, language attitudes, attitude components, Aymara as a second language, Aymara as an indigenous language.*

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# INTRODUCTION

Article 5th on the Constitution of the Plurinational State of Bolivia promotes the study and the knowledge of indigenous languages. According to the last data of INE in 2012[1], these languages showed a decrease of 9%, the census of 2001states that 40% of Bolivian population belongs to an indigenous group, but in 2012 just 31% of Bolivian people describe themselves as indigenous one. Regarding this, there are many factors that involve the declination of these languages such as: migration, mass media, technology, etc. For instance, there are not daily newspapers or web sites written in Quechua or Aymara, because a great part is done in Spanish, or perhaps even in English. For that reason, indigenous people have to face a heavy cultural pressure to learn Spanish and English. As a result of this fact, indigenous languages might begin to disappear as it is happening in many parts of South America. (Amastae, 1989) In this context, language attitudes play an important role to determine if a language is accepted or not by speakers. For instance, if the current speakers' generation does not consider Aymara as an important language, it might bring negative effects towards it, which not only contribute to the declination of Aymara but also to the loss of their identity as a group, their history, their culture and their way of life. (Morales, 1994) According to Espinoza many Aymara speakers are anxious to learn Spanish, because if they do not, they will be nothing more than people with little education. This statement indicates that still there is a strong negative attitude that places Aymara in opposition to the most highly valued Spanish. (Espinoza, 2013)

For this reason, it is considered important to determine students' language attitudes towards Aymara as L2 at "Mcal. Antonio José de Sucre – A" high school located in the Chicani community, La Paz. This study also pretends to find out which attitude components: cognitive, affective and behavioral is the most frequent on students' language attitudes towards Aymara as a second language. This process will

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[1] Instituto Nacional de Estadística (INE), Censo Nacional de Población y Vivienda del Estado Plurinacional de Bolivia, 2012.

help to analyze students' predisposition to learn Aymara as L2. Finally, this research takes into account three factors: gender, socioeconomic level and parents' attitudes in order to determine which one is the most influential on the determination of students' language attitudes towards Aymara as L2.

In order to explain all aspects mentioned so far in detail, this thesis will be divided into six chapters. The first chapter will describe the current problem of Aymara as an indigenous language in Bolivia, based on this, the research questions, hypothesis, objectives, rationale and achievement indicators will be established. The second chapter will present the previous studies related to this study in order to support this research. The third chapter will cover the theoretical framework where it is discussed and determined some important matters about language attitudes, their components, the important role that language attitudes play on Aymara as a second language learning and factors that might influence on these attitudes. The fourth chapter will explain the research methodology in order to reach the established objectives. The fifth chapter will show the results achieved. Finally, the sixth chapter will present the conclusions and recommendations of this study.

**CHAPTER I**

## 1.1.    RESEARCH PROBLEM

Spanish is the official language of Bolivia, but there are many indigenous languages that coexist with it. Article 5th on the Constitution of the Plurinational State of Bolivia recognizes thirty six indigenous languages which represents 31% of Bolivian population. According to the INE's data (2012)[2] Quechua is the first language with a great quantity of indigenous speakers (1.281.116) which constitutes approximately 12%, the second major group is Aymara (1.191.352) which stands for 11%, and the other ones are spoken by small number of native speakers giving a total of 8%. As it can be noted Aymara is the second most spoken indigenous language in this country, but it stands for less than one quarter of population. (La Razón Digital, 2013)

Bolivian Government has made progress to encourage and strengthen indigenous languages through bilingual education established on the new law Avelino Siñani & Elizardo Perez. Its Article 7th promotes the preservation and learning of indigenous languages in all schools of Bolivia. However, in the case of Aymara, these attempts are not enough mainly because there are still negative attitudes among speakers towards their own language, thus contributing to its declination. This means, if speakers continue having negative attitudes, they not only will lose their language but also will lose their identity as a group, their history, their culture and their way of life. (Morales, 1994)

In view of this, speakers' language attitudes play an important role not only on the acceptance or rejection towards Aymara, but also on the success or failure in the learning this indigenous language. Gardner and Lambert can explain how attitudes might determine the second language learning. For instance, these authors analyze attitudes of French speaking students from different points of view, starting with the question *"How*

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[2] Instituto Nacional de Estadística (INE), Censo Nacional de Población y Vivienda del Estado Plurinacional de Bolivia, 2012.

*some people can learn a second language quickly and well while others, given the same opportunities to learn fail?"* (Gardner & Lambert, 1972) They found out that for some students learning a second language is fun whereas for others it is linked to resentment and bad feelings. What is more, the development in second language learning depends on emotional, biological, social, personal, attitudinal and other factors, but Gardner & Lambert are focused on speakers' attitudes based mainly on attitude components which are three: cognitive, affective and behavioral.

> *"Attitudes are cognitive because they entail beliefs about the world, such as French is a useful language to know, or English people are refined. Attitudes are affective because they involve feelings toward an attitude object, such as a passion for Irish poetry, or an awful taste in the mouth of Georgians when speaking Russian. And lastly attitudes are behavioral because they are encouraging certain actions, such as enrolling in a Japanese language course, or hiring a prestige accent speaker for a job…"*
> *(Matos, 2010)*

Gardner & Lambert classify these components into two groups: The first one, *instrumental attitude* that refers to a major frequency into cognitive component i.e. students learn a second language for utilitarian reasons such as: to find a job, to earn money, to pass exams, etc. The second group, *integrative attitude* that refers to a major frequency into affective and behavioral components i.e. students learn a second language for desire to identify with another language group or join it. Gardner & Lambert determine that students with an integrative attitude have more success in second language learning in comparison to those with an instrumental one. (Gardner & Lambert, 1972) Likewise, Baker agrees that people learn a second language quickly if they have positive attitudes towards it, and mainly if they learn more for integrative reasons than instrumental ones. (Baker, 1992) Based on this, Bolivian Government must consider the importance of language attitudes and their components that allow

determining not only students' attitudes towards indigenous languages but also towards their learning.

Also, there are many factors that might influence on students' language attitudes such as: gender, socioeconomic level and parents' attitudes. The following paragraphs give an overview about them.

Gender is an important factor that might determine language attitudes between women and men. For instance, Iraqi women do not hold favorable attitude towards Standard Arabic language which is spoken in formal situations such as: media, education, governmental institutions, etc. they perceive it as a masculine language. Furthermore, in Western societies, women generally tend to use prestigious forms of language more than men do. (Mohammed, 2007) According to Moreno finds out some differences between women and men related to their attitudes towards language usage, Moreno argues that generally women are more sensitive to the prestige norms than men; also women show more positive attitudes than men towards language usages which are adjusted to the norms. (Moreno, 1998)

Likewise, socioeconomic level is another significant factor that influences on speakers' attitudes, people tend to use language based on their social and economic position. For instance, when two languages come in contact, one is considered "language of low prestige" or "minority language" which usually is stigmatized by "language of power" or "language of prestige". This hierarchy is determined by the economic power of society i.e. the language with socioeconomic control becomes in a language of prestige while the other remains relegated. Generally people use the language with more prestige because it is used by members of dominant class. For instance, when young people from rural areas migrate to the cities looking for educational and professional opportunities, they face the pressure to relegate their linguistic tradition in favor of Spanish assimilation. A study done by Epinoza in El Alto city found that a large number of Aymara students feel embarrassed to speak their own

indigenous language, and even they discriminate other Aymara students using pejorative terms such as: "peasant", "lama", "indian" or "mixed race", thus showing negative attitudes towards Aymara language. Even though, these students were born in the high lands (Andean part), most of them deny their origin in order not to be discriminated. This is interesting from a psychological and anthropologically point of view because the school where this study was carried out is located in the north of El Alto city where a majority of students come from rural areas and belong to low social class because most of them are of low income and do not live in good conditions. Also, Espinoza argues that this phenomenon occurs constantly in El Alto city, where many migrants hide and forget their language becoming monolinguals in Spanish because they have a social pressure of dominant group. The author reaches to this conclusion doing a relationship between socioeconomic level and students' attitudes towards Aymara language. Espinoza uses a method of stratification taking into account certain variables such as: the level of parents' instruction, place of residence and income. (Espinoza, 2013)

Another main factor is parents' attitudes that influence on their children's attitudes. Regarding this, Espinoza emphasizes in his study that when parents do not have positive language attitudes towards Aymara, they speak to their children all the time in Spanish instead of Aymara. As a result, their children grow up as Spanish speakers. According to the pilot test of this study, the same situation happens with students from Chicani community, because even though this community is located in a rural area, just 20% of them speak Aymara and the rest only Spanish. Another main point stated by Espinoza refers to the fact that parents consider that English language learning is more important for their children's academic success at school than the learning an indigenous one. (Espinoza, 2013)

This phenomenon is very common in many bilingual or multilingual societies where the variety of the most prestigious language is spread to all linguistic domains turn minority languages into low prestige language. If such situation arises, indigenous languages can be declined and ultimately they could disappear, as it is happening with

many languages in South America. For instance, it is estimated that more than a half (54,27%) are endangered indigenous languages and 7,27% of them do not exist anymore. (Amastae, 1989)

Thus, this research is mainly focused on the study of students' language attitudes, their components and factors that influence on Aymara as L2 at "Mcal. Antonio José de Sucre – A" high school located in the Chicani community, La Paz. It is established the next research questions:

## 1.2. RESEARCH QUESTIONS
The general and specific questions are presented below.

## 1.2.1. GENERAL QUESTION

➢ What kind of language attitudes do students have towards Aymara as L2 at "Mcal. Antonio José de Sucre - A" high school located in the Chicani community, La Paz?

## 1.2.2. SPECIFIC QUESTIONS

➢ Among cognitive, affective and behavioral component of language attitudes which one is the most frequent on students towards Aymara as L2?

➢ Which of these: gender, socioeconomic level or parents' attitudes is the most determinant factor on students' language attitudes towards Aymara as L2?

➢ Is there a relationship between students' gender and their language attitudes towards Aymara as L2?

> Is there a relationship between students' socioeconomic level and their language attitudes towards Aymara as L2?

> Is there a relationship between students' language attitudes and their parents' attitudes towards Aymara as L2?

## 1.3. HYPOTHESIS

The hypotheses of this research are the following:

**H1**

Students' language attitudes towards Aymara as L2 are negative at "Mcal. Antonio José de Sucre - A" high school located in the Chicani community, La Paz.

**H2**

Parents' attitudes are the most influential factor on the determination of students' language attitudes towards Aymara as L2.

## 1.4. OBJECTIVES
### 1.4.1. GENERAL OBJECTIVE

The general objective of this research is:

> Determine students' language attitudes towards Aymara as L2 at "Mcal. Antonio José de Sucre - A" high school located in the Chicani community, La Paz.

### 1.4.2. SPECIFIC OBJECTIVES

The specific objectives of this study are:

> Analyze the results of attitude components: cognitive, affective and behavioral expressed by students towards Aymara as L2.

- ➢ Determine the most influential factor: gender, socioeconomic level and parents' attitudes on students' language attitudes towards Aymara as L2.

- ➢ Determine a relationship between students' gender and students' language attitudes towards Aymara as L2.

- ➢ Determine a relationship between students' socioeconomic level and students' language attitudes towards Aymara as L2.

- ➢ Determine a relationship between parents' attitudes and students' language attitudes towards Aymara as L2.

## 1.5.    RATIONALE

According to UNESCO (United Nations Educational, Scientific and Cultural Organization), approximately 6000 languages spoken today will disappear by the end of this century. With the disappearance of unwritten and undocumented languages, humanity would lose not only a cultural wealth but also important ancestral knowledge embedded, in particular, indigenous languages. (United Nations, 2008) In view of this, language attitudes play an important role on speakers' determination to accept or reject a language. For that reason, this study pretends to determine the current sociolinguistic situation towards Aymara language by students of Chicani community, La Paz.

In addition, concerning to the educational field, Bolivian Government encourages and strengthens indigenous languages through bilingual education. It establishes that students must learn another language spoken according to their region. Therefore, students from Chicani community must learn Aymara as a second language, because based on the pilot study all of them have Spanish as their mother tongue.[3] Thus, the

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[3] Data based on the pilot test done by the author of this thesis at Mcal. Antonio José de Sucre – A, high school located in the Chicani Community, La Paz in 2014.

results of this study will show to teachers of this community the kind of students' attitudes towards Aymara as L2 and the main factor that influence on them. Based on this, teachers might design appropriate resources to facilitate, motivate and reinforce Aymara learning as a second language. At the same time, it can help to develop future researches and programs that may encourage Aymara and other indigenous languages use in order to prevent their declination.

This study also provides an adequate tool that contributes to determine not only the kind of attitude that might be negative or positive, but also the most frequent among attitude components: cognitive, affective, and behavioral. This last one helps to determine students' predisposition to learn Aymara as L2. The failure or success in second language learning might depend on which component is the most frequent. (Baker, 1992) Moreover, this research includes three important factors such as: gender, socioeconomic level and parents' attitudes which along the theoretical framework will be discussed how influential might be these variables on young people's attitudes.

Finally, this research should be considered as an important social contribution because the determination of students' language attitudes towards Aymara in a specific rural area near to La Paz city will contribute to the development of sociolinguistics in Bolivia and future studies in this field.

## 1.6.    SCOPE

This research is supported by the study of sociolinguistics focused on **Students' language attitudes towards Aymara as L2 at "Mcal. Antonio José de Sucre - A" high school located in the Chicani community, La Paz.**

## 1.7. DEFINITIONS OF VARIABLES
## 1.7.1. DEFINITIONS OF INDEPENDENT VARIABLES

➢ **Gender:** refers to the psychological, social and cultural differences between males and females. For instance, language attitudes are different between men and women regarding the use of language i.e. women are more sensitive to the prestige norms than men or women show more positive attitude than men towards language usages which are adjusted to the norms. (Moreno, 1998)

➢ **Socioeconomic level:** is an economic and sociological combination to measure the person's work experience and the individual's or family's economic and social position into society. When analyzing a family's socioeconomic level, the household income, earners' education, and occupation are examined. Typically socioeconomic status of a family or an individual is broken into four socioeconomic levels: high, upper-middle, lower-middle and low. When placing a family or individually into one of these categories any or all of the three variables (income, education, and occupation) can be assessed. (Moreno, 1998)

➢ **Parents' attitudes:** Parents play an important role on the determination of their children's attitude towards a language. Parents might encourage them to do well their second language learning, monitor their progress and generally reinforce their successes. For instance, parents' positive attitude towards language learning, on one hand, would serve to support an integrative attitude on the student. Parents with negative attitude, on the other hand, would inhibit the development of positive attitude. Thus expressing negative opinions towards a language and developing similar attitudes on their children. (Gardner, 1985)

### 1.7.2. DEFINITIONS OF DEPENDENT VARIABLES

➢ **Language attitudes:** They are an essential part of sociolinguistics; it refers to speakers' beliefs, emotions and behaviors towards a language or language variety. (Moreno, 1998)

➢ **Perceptual or cognitive component:** It has to do with beliefs, values and stereotypes that express an individual towards a particular language or language variety. For instance, some people may think that Arabic language is primitive and has an unpleasant phonetic.(Moreno, 1998)

➢ **Emotional or affective component:** It is related to speaker's feelings or emotions towards the language forms in question. For example, people might express displeasure when they hear to talk Arabic language.(Moreno, 1998)

➢ **Connative or behavioral component:** It refers to speaker's reactions or actions towards the presence and the social use of language or a specific language variety. For instance, people might refuse to establish any kind of dialogue with speakers who have the slightest Arabic accent. (Moreno, 1998)

### 1.8. ACHIEVEMENT INDICATORS

### 1.8.1. Achievement Indicators of Independent Variables

| VARIABLES | INDICATOR | VALUES |
|---|---|---|
| Gender | Sex | Male/Female |
| Socioeconomic level | ¿Cuál es el nivel de instrucción de tu padre? <br> ¿Cuál es el nivel de instrucción de tu madre? <br> ¿Cuál es la ocupación de tu padre? <br> ¿Cuál es la ocupación de tu padre? <br> ¿En tu casa cuentas con TV por cable? <br> ¿En tu hogar tienes internet? | High <br> Upper-middle <br> Lower-middle <br> Low |

| | | | | |
|---|---|---|---|---|
| Parents' attitudes towards Aymara | Mis padres siempre me hablan en Aymara.<br>Mis padres me motivan a aprender Aymara.<br>Mis padres se comunican todo el tiempo en Aymara.<br>Mis padres creen que hablar Aymara es útil. | | | Todo el tiempo, A veces, Muy poco, Nada<br>SÍ      NO<br>Todo el tiempo, A veces, Muy poco, Nada<br>SÍ      NO |

### 1.8.2. Achievement Indicators of Dependent Variable

These are the abbreviation for indicators' values:

TA: Totalmente de acuerdo. (5puntos)          D: En desacuerdo. (2puntos)

A:  De acuerdo (4puntos)                    TD: Totalmente en desacuerdo (1puntos)

I:    Indiferente (3puntos)

| VARIABLES | DIMENSION | INDICATOR | VALUES |
|---|---|---|---|
| Language attitudes towards Aymara as L2. | Cognitive | 1. Hablar Aymara ayuda a que los jóvenes puedan estudiar en la Universidad. | TA – A – I – D – TD |
| | | 2. El idioma Aymara es útil para conseguir trabajo. | TA – A – I – D – TD |
| | | 3. La gente que habla Aymara es inteligente y de muy buena educación. | TA – A – I – D – TD |
| | | 4. La gente que habla Aymara se viste distinguidamente. | TA – A – I – D – TD |
| | | 5. Pienso que todas las materias del colegio se deben dictar en Aymara. | TA – A -- I – D - TD |
| | Affective | 6. Me siento muy orgulloso de tener ascendencia Aymara. | TA – A – I – D – TD |
| | | 7. Si me dedicaran una canción me gustaría que fuera en: | Inglés  -  Francés Aymara - Quechua Guaraní - Español Otros. |
| | | 8. Me siento muy cómodo cuando la gente y mis amigos me hablan todo el tiempo en Aymara. | TA – A – I – D – TD |

| | | | |
|---|---|---|---|
| | | **9.** Cuando la gente habla Aymara se siente un sonido armonioso y romántico. | TA – A – I – D - TD |
| | | **10.** Me siento feliz cuando mis amigos me dedican canciones y poesías en Aymara. | TA – A – I – D - TD |
| | Behavioral | **11.** En la próxima hora cívica de mi colegio quiero bailar: | Moseñada-K'usillo Reggaetón-Cumbia Peruanitos-Otros |
| | | **12.** Cuando el Presidente Evo Morales da un discurso en Aymara lo escucho de principio a fin. | TA – A – I – D – TD |
| | | **13.** Si fuera Presidente de Bolivia haría que todos los colegios, programas de TV, radio hablen en Aymara de manera obligatoria. | TA – A – I – D – TD |
| | | **14.** Si tuviera que aprender un idioma primero elegiría: | Chino Mandarin - Inglés - Francés - Aymara - Quechua - Guaraní – Otros |
| | | **15.** Quiero viajar a un lugar o país donde solamente se hable: | Inglés – Francés Aymara - Quechua Guaraní - Otros |

**CHAPTER II**
**REFERENCE FRAMEWORK**

Research related to language attitudes has increased within the sociolinguistic field. Thus, this study will take into account two pieces of research as background. The first one was carried out by Tepey Sarai Matos Aldana about *"Language attitudes towards French as foreign language"* of Andes University, Venezuela in 2010. This descriptive study determines mainly as general objectives students' language attitudes towards French as foreign language and how these attitudes influence on students' academic achievement. In order to answer this last one, Matos considers attitude components: cognitive, affective and behavioral.

First of all, in order to achieve these objectives, Matos determines attitude components carefully. For instance, Matos uses the questionnaire as research tool to collect data which is divided into three parts: the first one includes cognitive items, where Matos writes key words that involve *"thinking" and "beliefs"* such as: "I *think* French language has a great cultural value". The second part includes affective items, where the key words have to do with *"feelings"* such as: "I *feel* angry when somebody talks to me in French language". The last one includes behavioral items, where the key words entail *"actions"* such as: "this year *I will take* an intensive course of French". After that, Matos relates the outcomes with the academic achievement of students in French as foreign language learning. (Matos, 2010)

Matos concludes that students' language attitudes of Andes University towards French as a foreign language are positive. Matos also determines that there is a relationship between students' attitudes and their academic achievement. Based on this, Matos says that although students show a positive attitude their academic achievement is low and deficient. It is not a contradiction, Matos explains it from cognitive, affective and behavioral components point of view. Even though students show positive attitudes, cognitive component had more frequency than the other ones. This means that students

learn French as foreign language for utilitarian reasons such as: to get a job, to earn money, to practice, to pass the subject, etc. Matos relates cognitive component with students' failure in French language learning.

The second study was carried out by Alejandra Carmiña Albarracin Arciénega about "*Language attitudes of the students of applied linguistics to languages teaching department of Mayor de San Simón University in Cochabamba city towards Quechua language*" in 2010. The objectives of this research are focused on describing students' language attitudes of Mayor de San Simón University towards Quechua language and to determine the most important factor that influences on them such as: age, gender and socioeconomic level of students. In addition, Albarracin considers four attitudes subscales: attitudes towards a language, attitude towards speakers, attitude towards language learning and attitude towards linguistics stereotypes of students.

Albarracin uses a simple questionnaire as tool to collect data which is divided into two parts: the first one contains independent variables about gender, age, semester of study, place of dwelling, parents' level of instruction, parents' occupation. The second part is subdivided into attitudes in relation to language, attitudes in relation to linguistic stereotypes, attitudes in relation to speakers, attitudes in relation to language learning where students had three options to choose (agree, neither agree nor disagree, disagree).

This study concludes that students' language attitudes of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón University" towards Quechua language are negative stands for 84% and the most influential factor on the determination of these attitudes is the socioeconomic level of students because members of high level group showed a strong negative attitude towards this indigenous language (100%). Regarding attitudes' subscales the results were negative attitudes in each one, it means, negative attitudes towards Quechua language, towards its learning, towards Quechua speakers and students showed many prejudices towards it.

Therefore, this research will take into account important elements of both studies. First of all, the Matos' model uses an adequate way to determine language attitudes regarding attitude components: cognitive, affective and behavioral, the author establishes key words that involve each component. It determines not only attitudes in general but also students' predisposition to learn a second language. Thus, this study regards important this model adjusting to the context and objectives of this research.

Finally, this thesis considers the factors that influence on language attitudes done by Albarracin' study. However, it will include gender, socioeconomic level and parents' attitudes as important influential factors of attitudes. Regarding parents, they play an important role on attitudes, second language learning, social and educational progress of their children. (Worthy and Rodriguez-Galindo, 2003) This study does not take into account attitudes' subscales because if individuals have positive attitudes towards a language, the answer will be the same towards speakers, culture and stereotypes. Albarracin' study proved it, because in all subscales obtained the same outcomes. (Albarracin, 2010)

**CHAPTER III**

**THEORETICAL FRAMEWORK**

**3.1.    SOCIOLINGUISTICS**

According to Alvarez sociolinguistics is the study of relationships between language and society because language is not only used as communication media but also as a way to establish relationships between people. (Alvarez, 2007)

Dominguez states that sociolinguistics, besides being a relationship between language and society; it is also a communicative process, where many elements are connected to each other. For instance, people always speak with an intention, they always consider what to say, to whom to say it, where, when, how and why in order to achieve their communicative purpose. Therefore, communication establishes countless interactions between language as a system and society as a social context of speakers. (Dominguez, 2007)

In addition, Albarracin argues that sociolinguistics is a close relation between language and society because language shows the social group where speakers belong. (Albarracin, 2010) Similarly, Morales adds that language is not only a symbol of a social group but also part of their identity, of their way of thinking, of their cultural background and of their way of life. (Morales, 1994)

After analyzing these definitions, it is clear that sociolinguistics is the study of relationship between language and society. It has to do with the fact that language is inseparable of its social context and how language usage is a determinant factor of a given society. Due to this relationship many sociolinguistic phenomena arise. One of them is language attitudes that have to do with language usage and the response of society towards it. The present study is focused mainly on this last phenomenon about "speakers' language attitudes". However, before defining it will be necessary to explain the levels of sociolinguistic analysis.

### 3.1.1. LEVELS OF SOCIOLINGUISTIC ANALYSIS

It is important to determine and define the levels of sociolinguistic analysis in order to carry out this study about language attitudes. According to Coulmas (1997) there are two levels:

### 3.1.1.1. MICRO SOCIOLINGUISTICS

Micro sociolinguistics is considered as "social dimension of language" because it studies how social structure influences on the way of people speak and it is focused mainly on dialect and stylistic, register variations. (Coulmas, 1997) Furthermore, Moreno adds that micro sociolinguistics carries out ethnographic studies of languages that are spoken in communities and in social groups. (Moreno, 1998)

Therefore, micro sociolinguistic level analyzes small social groups and how speakers make use of language in a specific communicative situation. For instance, speakers use different linguistic forms of their language to say the same meaning.

### 3.1.1.2. MACRO SOCIOLINGUISTICS

Macro sociolinguistics studies behaviors of entire speech communities, exploring issues such as: why immigrant communities retain their indigenous language in some social contexts but not in others, or how social identity can affect language choice. (Coulmas, 1997) Also, Moreno argues that macro sociolinguistic level explains how certain social phenomena affect on language. (Moreno, 1998)

Thus, macro sociolinguistic level is opposite to micro sociolinguistic one, because this level of sociolinguistic analysis considers a large number of aspects about language and speakers into society. What is more, it studies society in relation with

language i.e. what society does with language. In contrast, micro sociolinguistics takes small social groups and it studies language in relation with society.

After reviewing the differences and purposes of each level, this study takes into account macro sociolinguistics as level of analysis because language attitudes have to do with the response of society (speakers) towards language usage i.e. what society does with language. The following stages will define the term of attitude in order to get a better idea about language attitudes.

## 3.2.    ATTITUDE

The concept of attitude is complex and many definitions have been proposed to describe its essence. First of all, less than a century ago, the word attitude was considered as an abstract mental concept. Previously, it was only considered as something physical to describe the people's pose. (Baker, 1992) From a psychological point of view, attitude is defined as a mental state of readiness to respond to something based on experiences. Then, attitude influences on speakers behavior towards a specific object. (Allport, 1954)

According to Fazion and Olson, it is difficult to imagine a world without attitudes because people have the ability to think in terms of "good" and "bad", "desirable" and "undesirable" or "approach" and "avoid". As a result, all individuals have attitudes towards many things of their environment, such as, attitudes towards social groups, towards speakers of other countries, towards political and economic facts, towards cultural phenomena, towards religion facts, towards philosophical ways, etc. (Fazion & Olson, 2003)

Gardner adds saying that people have positive and negative attitude towards objects or situations. Later, Gardner finds out that attitude is composed by three components: cognitive, affective and behavioral i.e. the way of people believe or think, how they feel, and how they behave towards an object. (Gardner, 1985) However,

attitude can change in periods of social, scientific, technologic, economic and political transformations all depends on the external and internal environment of individuals. (Summers, 1978)

Therefore, attitude implies positive or negative thinking, feelings and behaviors that any person has towards any situation or object. Attitude could be innate and developed through the experience and learning process into the social context around individuals. What is more, attitude is not static because it might change a long time due to the influence on individual's social environment. (Kresch, 1972)

### 3.2.1. POSITIVE ATTITUDES

As it was previously discussed, individuals assume attitudes towards any object. These attitudes could be positive or negative i.e. in favor or against. These terms will be clarified below.

Positive attitudes refer to thinking, feelings and behaviors which are in favor towards a specific person, object, situation, etc. (Albarracin, 2010) Regarding language, positive attitudes establish the "language of prestige", in other words, speakers accept or like to belong to a certain group to which they consider "superior". In sociolinguistics, "prestige" is the level of language's respect given by speakers. (Medina, 2011)

Thus, speakers' positive attitudes help to language turns into a "language of prestige". In contrast, there is another term known as "language of low prestige" or "minority language" which is stigmatized by the language of power or "language of prestige", hence the prestige is given to a language is likely to facilitate its maintenance or accelerate its loss. (Albarracin, 2010) For instance, minority languages like indigenous languages are more probably to be replaced by another prestigious language. In this context, speakers' positive attitudes towards language might help to the

preservation process of minority languages. Also, positive attitudes facilitate to learn a language quickly, because before learning any language, speakers need to have a good predisposition towards it. (Baker, 1992)

### 3.2.2. NEGATIVE ATTITUDES

Negative attitudes refer to unfavorable thinking, feelings and behaviors towards a specific object, situation or person. For example, when a person is in front of two languages, the individual thinks that one is better than the other, that one is more elegant than the other, that one is more superior than the other, etc. i.e. negative attitudes are linked to prejudices and stereotypes. As a result, speakers compare both languages all the time contributing to the declination of one of them. (Medina, 2011)

In Bolivia, for instance, negative attitudes towards indigenous languages are frequent, when young generations come from rural areas to the cities looking for educational and professional opportunities; they face pressure to relegate their linguistic tradition in favor of Spanish assimilation "language of prestige". In such situation, speakers often face with an "either–or" choice, "either you cling to your mother tongue and identity but you do not get a job" or "you leave your language and have better chances in life".

Summing up this section related to negative and positive attitudes, they are important at the moment to determine the destiny of any language. If speakers have positive attitudes, it will contribute to language maintenance, but if speakers show negative ones, it will provoke language declination. Regarding the INE's data (2012)[4] 69% of Bolivian people said not belong to any of thirty six indigenous communities recognized by the Constitution of the Plurinational State of Bolivia, this is a good example of negative attitudes towards indigenous people and their language. (La Razón Digital, 2013)

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[4] Instituto Nacional de Estadística (INE), Censo Nacional de Población y Vivienda del Estado Plurinacional de Bolivia, 2012.

## 3.3.    LANGUAGE ATTITUDES

According to Alvarez, language attitudes are speakers' beliefs, feelings and behaviors towards a language. (Alvarez, 2007) Also, language attitudes study primarily the reasons of favorability and unfavorability towards particular languages. These notions can provide an indication of language status in a society (Baker, 1993)

Also, language attitudes are linked to the term "identity" which is an essential topic to language assessment. For instance, identity is understood as a particular way to speak of a group, the speaker keeps all his linguistic characteristics without get influenced for other language varieties in contact due to the attitude taken by him. (Medina, 2011)

In order to understand the complexities of language attitudes and identity phenomena, some authors explain how they interact. For instance, when two groups "A" and "B" coexist in the same social context, identity is relevant and language is perceived to be an important dimension of that identity. As a result of this, speakers of group A tend to have positive attitudes towards the language of group B so that they adopt it with various strategies such as: accentuating their speech styles, switching to and using their language. In this context, there is a strong relation between language and identity because language usage influences on the formation of group identity and group identity influences on patterns of language usage based on the kind of attitudes by speakers. (Itesh Sachdev and David Hanlon Birkbeck College, 2001)

This relation explains speakers' attitudes towards languages and their people because if members of a group have negative attitudes towards their own language, also they will deny their identity. United Nations states the following about it:

*"Language is an essential part of, and intrinsically linked to, indigenous peoples' ways of life, culture and identities. Languages embody many indigenous values and concepts and contain indigenous peoples' histories and development. They are fundamental markers of indigenous peoples' distinctiveness and cohesiveness as peoples". (United Nations General Assembly paper, 2012)*

Based on this, the Constitution of the Plurinational State of Bolivia recognizes thirty six indigenous languages which are considered as part of Bolivia's linguistic identity. However, the last INE's results (2012)[5] can confirm that indigenous languages are declining. For instance, the census of 2001 shows that 40% of Bolivian population belongs to an indigenous group, but in 2012 just 31% of individuals describe themselves as indigenous people, these data show a decrease of 9%. This institution establishes that multilingual societies like Bolivia face the conflict to lose languages and when it happens they are not spoken anymore and part of their culture, their values, their history, their identity, etc. are endangered as well. (Loncon, 2014)

Indigenous languages are spoken by minority groups and they are currently found in an unfavorable situation in front of majority ones because dominant groups reproduce their language as a required model for social advance. As a result, minority groups feel relegated and they cannot access to success' opportunities into society. Thus, indigenous people (minority groups) need to choose: either to gain social mobility through the acceptance norms of the dominant groups or to keep their social identity. (Medina, 2011)

In conclusion, language attitudes refer to beliefs, feelings and behaviors that every speaker possesses towards a particular language. Also, language attitudes are closely related to the term "identity" because based on speakers' attitudes, they will use

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[5] Instituto Nacional de Estadística (INE), Censo Nacional de Población y Vivienda del Estado Plurinacional de Bolivia, 2012.

language to be felt identified. Furthermore, identity is an important part of any social group that engages many elements: ways of life, culture, language, values, history, etc.

There are two types of language attitudes: On one hand, negative attitudes that have to do with unfavorable beliefs, feelings and behaviors towards a language. As a result, speakers contribute not only to the language declination but also to the group identity loss. It usually occurs with indigenous languages because they are considered "language of low prestige" spoken only for domestic issues. On the other hand, positive attitudes refer to favorable beliefs, feelings and behaviors towards a language contributing not only to preserve language but also to turn language into dominant or "language of prestige".

Furthermore, the determination of speakers' attitudes towards a language is influenced by other factors which will be described below.

### 3.3.1. FACTORS THAT INFLUENCE LANGUAGE ATTITUDES

According to Alvarez attitudes change along time and they might modify when there are personal benefits, such as: not to be ashamed, to keep personal values and opinions of speakers towards themselves. If people feel proud to belong to a minority group their attitudes will go in that sense too. (Alvarez, 2007) Thus, there are several factors that influence on determination of speakers' language attitudes such as: gender, socioeconomic level and parents' attitudes.

### 3.3.1.1. LANGUAGE ATTITUDES AND GENDER

Before elaborating how gender influences on language attitudes, it is important to briefly note the differences between sex and gender. On one side, sex is the "biological" difference between men and women. On the other side, gender refers to "the psychological, social and cultural differences between males and females". Moreover,

sex is not a very relevant variable for linguistic research. For instance, a biological difference between men and women is the pitch of one's voice as men have lower pitched speaking voices than women. (Romaine, 2000)

Gender is a factor that cannot be eluded when dealing with attitudes because women and men behave in different ways towards language usage in society. They exhibit certain differences that will be explained according to the roles of women and men play on the social context. For instance, on one hand, many years ago men are perceived not only as powerful speakers but also especially as authoritative language users. On the other hand, women are often seen as garrulous, frivolous, and illiterate language users. (Baron, 1986)

Nowadays, the facts mentioned above have changed. However, there are still differences between women and men about language usages in society. Wardhaugh states a list of findings:

➢ Women and men develop different patterns of language usage.
➢ Women tend to focus more on affective functions than interaction ones; more often than men do.
➢ Women tend to use linguistic devices that stress solidarity more often than men do.
➢ Women are stylistically more flexible than men. (Wardhaugh, 2006)

Women and men speak differently, because on one hand, men usually break the linguistic rules and express sometimes in a more vulgar way; on the contrary, women's behavior is estimated to be more courteous, more solidarity and submissive. What is more, women expect to use the rules imposed by society. (Albarracin, 2010)

According to Moreno gender is an important factor that might determine language attitudes, Moreno finds out some differences between women and men related to their attitudes towards language usage: *"generally women are more sensitive to the prestige norms than men; also women show more positive attitude than men towards language usages which are adjusted to the norms (...)"* (Moreno, 1998)

### 3.3.1.2. LANGUAGE ATTITUDES AND SOCIOECONOMIC LEVEL

According to Moreno, socioeconomic level is an economic and sociological combination to measure the person's work experience and the individual's or family's economic and social position into society. Typically socioeconomic status is divided into four social classes: high, upper-middle, lower-middle and low. (Albarracin, 2010) In order to describe in which of these four areas a family or individual may fall into, any or all of these variables (income, education, and occupation) can be assessed. (Moreno, 1998) Other authors like Gil & Esomar agree using the following variables such as: instruction level, occupational level of parents, resources at home like internet, cable TV, etc. (Gil, 2011) & (Esomar, 2000)

Socioeconomic level is considered another main factor in the determination of speakers' language attitudes. The acceptance or rejection of a language is established by attitudes that deal directly with socioeconomic organization of human groups i.e. speakers' social and economic position establishes the language future or its disappearance. Besides, language attitudes are outcomes of how society is stratified in social classes. (Medina, 2011)

For instance, the language establishes social differences within the community, based on speakers' socioeconomic level. Speakers tend to use language with more prestige because it is used by members of the dominant class. Likewise, among languages there is a hierarchy determined by the economic power of speakers i.e. the language with socioeconomic control becomes in a language of prestige while the other

one remains relegated. Bilingualism is a clear example of this, when two languages coexist in the same social context, one language is considered dominant and the other one not. Therefore, individuals of low socioeconomic position feel or associate their language with "inferiority" due to the majority or dominant groups. (Albarracin, 2010)

The following two studies give an overview about how socioeconomic level influences on speakers' attitudes. This example has to do with bilingual situation in Paraguay where Spanish is the language used in formal occasions such as: in government, in conversation with foreigners, and in most business transactions. However, people use Guaraní with friends, servants, and strangers who are poorly dressed, in the confessional, when they tell jokes or make love and on most casual occasions. Thus, Spanish is preferred in the cities and Guaraní in the countryside or rural areas where the lower classes almost always use it. (Wardhaugh, 2006)

Based on the descriptive study done by Albarracin about "Language attitudes of the students of applied linguistics to languages teaching department of Mayor de San Simón University in Cochabamba city towards Quechua language" in 2010. Albarracin concludes that students have negative language attitudes towards Quechua as indigenous language stands for 84% and the most influential factor on the determination of these attitudes is the students' socioeconomic level because members of high level group showed a strong negative attitude (100%) towards this indigenous language. (Albarracin, 2010)

Concluding this part, bilingualism is a common situation where language attitudes and socioeconomic level interact. For instance, when languages have an unequal socioeconomic power relationship, speakers of the subordinated group usually speak both languages: the indigenous and the dominant language. Thus, speakers may gradually come to use only the dominant one.

### 3.3.1.3. LANGUAGE ATTITUDES AND PARENTS

The world faces new challenges to preserve indigenous languages alive and bilingual education is one of the resources to do it. Many governments want to incorporate minority groups through their language learning. (Lastra, 1997) Bolivia has made progress to encourage and to strengthen indigenous languages through bilingual education established on the Article 7th of new law Avelino Siñani & Elizardo Perez, 2010 that promotes languages preservation and their learning in all schools of Bolivia.

Parents play an important role on this process in language learning, for instance, Worthy and Rodriguez-Galindo did observation studies in Mexican classrooms for an eight-month period to fifth grade families of low income (students and parents). The outcomes indicate that parents are a very important factor into the English language learning of their children. Because parents with positive attitudes towards language learning are found to be essential in helping their children become fluent in second language learning. Moreover, these authors consider that parents can determine bilingualism and language maintenance. (Worthy and Rodriguez-Galindo, 2003)

Regarding a study carried out in El Alto city by Epinoza finds that a large number of Aymara students feel ashamed to speak their own indigenous language, so that they discriminate other Aymara students using pejorative terms such as: "peasant", "llama", "indian" or "mixed race". Espinoza argues that this phenomenon occurs constantly in El Alto city where students deny their origin mainly influenced by their parents. For instance, when parents do not have positive attitude towards Aymara, they speak to their children all the time in Spanish instead of Aymara. As a result, their children grow up as monolinguals. Finally, according to Espinoza parents consider English language learning more important for their children's academic success at school than an indigenous one. (Espinoza, 2013)

Summarizing factors that influence on speakers' language attitudes, Wardhaugh gives a good illustration into Paraguayans context: Guarani parents attempt to help their children improve their knowledge of Spanish using this language all the time, because Spanish is the language of educational opportunities and it is socially preferred. For that reason, parents usually speak to their children in Spanish. However, when their children are absent parents almost certainly switch to Guaraní language. Regarding gender and socioeconomic level, the upper classes of men speak Guaraní with other people as a sign of friendship, but upper class of women prefers Spanish in such circumstances. When Guaraní men drink up, they speak more in Spanish because it is the language of power. Likewise, they discuss business affairs in Spanish, but men tell jokes and talk about women and sports in Guaraní. (Wardhaugh 2006)

Thus, when two languages come in contact, one is considered dominant and the other not, in such situation speakers show different attitudes influenced on a variety of factors such as: gender, socioeconomic level and parents' attitudes. Women tend to have more positive attitudes towards language than men do. People of high socioeconomic level tend to have more negative attitudes towards minority groups and their language. Finally, parents' negative attitudes towards indigenous languages might influence the same attitude on their children mainly on second language learning.

## 3.4. CHARACTERISTICS OF LANGUAGE ATTITUDES

According to Matos, attitudes also have other characteristics:

➢ Language attitudes are bidirectional because attitudes influences on language and language influence on them.
➢ Language attitudes are dichotomous positive or negative, there is nothing in the middle, just a lack of attitude.
➢ Language attitudes can be individual or collective.

➢ Language attitudes are not static (they can change by many individual and social factors)

➢ Language attitudes consist of three components: cognitive, affective and behavioral.(Matos, 2010)

It is widely claimed that attitudes are composed by cognitive, affective and behavioral components. These ones might determine the students' predisposition to learn a second language.

## 3.4.1. COMPONENTS OF LANGUAGE ATTITUDES

Firstly, it will be conceptualized each component and then it will be analyzed its importance and its role on second language learning. Regarding the bilingual education in Bolivia, attitude components are helpful to find out how predisposed are students to learn an indigenous language as L2.

## 3.4.1.1. COGNITIVE COMPONENT

Attitudes are formed on basis of cognition which refers to individual's beliefs towards an object, for instance, attitude towards communism entails knowledge about Marxist theories. Also, cognitive component regards always positive or negative opinions towards an object. (Kresh, 1972) In addition, Albarracin establishes that cognitive component has to do with the speaker's beliefs, values and stereotypes towards a particular language or language variety. For instance, some people may think that Arabic language is primitive and it has an unpleasant phonetic. (Albarracin, 2010) Likewise, Gardner argues that cognitive component refers to the speaker's beliefs and opinions towards a language. (Gardner, 1985) Thus, all agree that cognitive component refers mainly to the speakers' thinking and beliefs towards a language.

### 3.4.1.2.    AFFECTIVE COMPONENT

Attitudes are formed from affect self-esteem i.e. this component refers to the emotions and feelings towards an object, this object could be pleasant or unpleasant by individual. This emotive charge can motivate or not attitudes, for instance, the anglophiles feel comfortable towards English language so that they speak it. (Kresh, 1972) Affective component is related to feelings and emotions towards a language. For example, people feel displeasure when they hear to talk Arabic language. (Albarracin, 2010) Another author like Gardner argues that affective component refers to emotional reactions of speakers towards a language. (Gardner, 1985) Therefore, affective component of attitudes refers to the speakers' feelings and emotions towards a language.

### 3.4.1.3.    BEHAVIORAL COMPONENT

Attitudes are formed by past experiences and they can be used as potential to infer an attitude towards an object. Behavioral component involves all determinant ways to react towards an object. For instance, a person keeps a favorable attitude towards an object, he feels disposed to maintain it, and finally he will take actions to accept it. (Kresh, 1972) Behavioral component refers to favorable or unfavorable actions towards the language usage or linguistic variety. For instance, people react refusing to establish any kind of dialogue with people who have the slightest Arabic accent. (Albarracin, 2010) Lastly, Gardner gives the name of connative component that regards to the speakers' tendency to behave towards a language or any object. (Gardner, 1985) Thus, behavioral component refers to the speakers' actions or how they react towards a language.

Similarly, Matos (2010) establishes that attitudes consist of cognitive, affective and behavioral components:

> *"Attitudes are cognitive because they entail beliefs about the world, such as French is a useful language to know, or English people are refined. Attitudes are affective because they involve feelings toward an attitude object, such as a passion for Irish poetry, or an awful taste in the mouth of Georgians when speaking Russian. And lastly attitudes are behavioral because they are encouraging certain actions, such as enrolling in a Japanese language course, or hiring a prestige accent speaker for a job…"*
> *(Matos, 2010)*

Students' attitudes towards learning a second language are explored by researchers such as: Baker (1992), Gardner & Lambert (1972). These authors' innovative findings include two new concepts related to attitudes: *Instrumental attitude* that have to do with cognitive component. It is related to desire to learn a language for personal interest or utilitarian reasons i.e. to find a job, to earn money, to pass exams, etc. This attitude may not be as successful when somebody is learning a second language. The second one, it is called *integrative attitude* that have to do with affective and behavioral components i.e. student has more frequency into these components than cognitive one. Integrative attitude is related to desire to be included in, and function in, a community, in other words, individual learns a language for desire identifying with another language group or join it. For instance, students want to learn a second language because they are felt identified with the cultural activities of that minority or majority language, and they want to establish friendships with members of that language. This attitude might lead to a better competence in second language learning. (Gardner, 1985)

Therefore, when an individual wants to learn a second or foreign language, student's failure or success might depend not only on kind of attitude (positive or negative) but also on which component is the most frequent. Additionally, these language attitudes' components go always together, but they are not frequent in the same way, they can vary on individual. For instance, an attitude can incorporate very favorable beliefs, quite favorable feelings and just slight behavioral tendencies towards a language. (Krech, 1972)

## 3.5 . DEFINITION OF SECOND LANGUAGE LEARNING

Language is one of the most important means of supporting the interaction and communication between people from the same or different language backgrounds. Language helps to bring communities together and, therefore, plays a critical role on society. The necessity to acquire more than one language is important in an increasingly diverse multilingual society. As a result of this, a phenomenon like bilingualism emerges and it is closely related with second language learning, which is learned by a person after his or her mother tongue and it is generally spoken in his or her social context. (Fontanillo, 1986) Likewise, Bright Hub Education argues that second language is learned once the mother tongue or first language is established. This learning process is given in a formal way at school or by the same speakers of second language. (Bright Hub Education, 2012)

In most continents such as: Europe, Latin America and Asia, bilingualism is a common phenomenon because of their ethnic and linguistic diversification. (Gardner, 1985) Bilingual or multilingual societies inevitably face a conflict over language choice because one language is considered of "*high prestige*" within a society and it is necessary the presence of another one considered of "*low prestige*". On one hand, the language of high prestige is given by speakers' positive attitudes and it is used by dominant groups. On the other hand, the language of low prestige is the result of speakers' negative attitudes that provoke language declination. In most cases, it has to do with indigenous languages where members of minority groups are increasingly

abandoning their languages in favor of one of high prestige. In view of this, indigenous languages are no longer being acquired by children getting negative effects on their speakers too. For instance, at least (50%) more than six thousand languages around the world are losing speakers. Bernard estimates that, in most regions, about 90% of languages may be replaced by dominant languages by the end of the 21st century. Therefore, if a language dies, it has less evidence for understanding patterns in the structure and function of human language and human prehistory. (Bernard 1992, Hale 1998)

In order to solve this problem and its consequences, Bolivian Government establishes the second language learning into the current educational law "Avelino Siñani & Elizardo Pérez" where indigenous languages must be learned by students in all schools, with the main purpose that students strengthen their cultural background. (Rendón & Ferreira, 2013)

Summing up, when two or more languages coexist in the same social context, one of them get prestige and the other one rejection by part of speakers. On one hand, the language of high prestige is used by great part of population due to speakers' positive attitudes. On the other hand, the language of low prestige is spoken by minority groups thanks to speakers' negative attitudes. As a result of this last one, speakers not only decline their language but also their identity, culture, history, etc. According to INE, 2012[6] in Bolivia, indigenous languages are considered languages of low prestige because they represent less than one quarter of Bolivian population. For that reason, the Government establishes second language learning given in a formal way at school in order to encourage and to strengthen these languages in the new generations.

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[6] Instituto Nacional de Estadística (INE), Censo Nacional de Población y Vivienda del Estado Plurinacional de Bolivia, 2012.

### 3.5.1. AYMARA AS A SECOND LANGUAGE LEARNING

The Constitution of the Plurinational State of Bolivia recognizes thirty seven languages, thirty six of them are indigenous ones, with the purpose to promote the cultural background in this country. (Rendón & Ferreira, 2013)

> *Article 5th I. "The Plurinational State of Bolivia recognizes as official languages Spanish and all indigenous languages such as: Aymara, Araona, Baure, Bésiro, Canichana, Cavineño, Cayubaba, Chácobo, Chimán, Eseejja, Guaraní, Guarasuawe, Guarayu, Itonama, Leco, Machajuyai-kallawaya, Machineri, Maropa, Mojeño-trinitario, Mojeño-ignaciano, Moré, Mosetén, Movima, Pacawara, Puquina, Quechua, Sirionó, Tacana, Tapiete, Toromona, Uruchipaya, Weenhayek, Yaminawa, Yuki, Yuracaréandzamuco. (…)" (Constitution of the Plurinational State of Bolivia, 2009)*

The Bolivian Government is aware of the preservation of languages diversity, where many of them belong to minority groups like Aymara which is considered as language of "low prestige" because it represents less than one quarter of Bolivian population. Aymara is spoken in the north-west and the north-central part from Bolivia, located mainly in La Paz and Oruro. According to the INE's data (2012)[7] Aymara is the second indigenous language with major number of speakers (1.191.352) which stands for 11% of population in Bolivia. (La Razón Digital, 2013)

One of the reasons of this outcome is given by speakers' negative attitudes towards Aymara as indigenous language. As it was previously discussed, many indigenous people associate their social position with their culture, so that they believe that their language is not worth retaining. Indigenous groups abandon their language and culture in hopes of overcoming discrimination, to secure a livelihood, and enhance

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[7] Instituto Nacional de Estadística (INE), Censo Nacional de Población y Vivienda del Estado Plurinacional de Bolivia, 2012.

social mobility. When speakers take these actions, they will lose not only their language but also their original ethnic and cultural identity. Each language is a unique expression of the human experience of the world. Thus, the knowledge of any single language may be the key to answer fundamental questions of future. (Bernard, 1992)

According to Gardner, it is necessary a developing movement towards maintaining indigenous languages through bilingual education. (Gardner, 1985) Bolivia has taken these actions established in the Article 7th section "C" of the new law of Avelino Siñani & Elizardo Perez that institutes the following: populations or communities where Spanish language is dominant and it is considered as speakers' mother tongue, students must learn an indigenous language spoken according to their region as a subject in the school. For instance, if students from La Paz city have Spanish as mother tongue, they must learn Aymara as a second language because it is spoken in their linguistic community. (Educational Law Avelino Siñani & Elizardo Perez Number 070, 2010)

As it might be noted, the main actors on this process are young people or new generations who are considered the most commonly used factor in evaluating the language vitality. They decide whether or not it is being transmitted from one generation to the next. (Fishman 1991)

### 3.5.2. THE ROLE OF ATTITUDES IN SECOND LANGUAGE LEARNING

Attitudes play an important role on second language learning, because if speakers have positive attitudes towards it, they will tend to acquire this language quickly. (Pausada, 1991) Likewise, if students' attitudes are positive towards second language learning, the experience with language will be pleasant, and students will be encouraged to continue. Thus, positive attitudes tend to cause favorable experience. However, if attitudes are negative, the experiences will be perceived unfavorably. (Gardner, 1985)

As it was explained, Gardner & Lambert establish that the development of second language learning might depend on students' attitudes mainly on attitude components. Gardner & Lambert consider two terms: *instrumental attitude*, on one hand, where cognitive component is more frequent than affective and behavioral ones that means students are oriented to learn a second language by utilitarian reasons i.e. to get economic advantage. *Integrative attitude*, on the other hand, where affective and behavioral components are more frequents than cognitive one, students learn a language for pleasure and because they want to join to this group. Integrative attitude is more successful in second language learning than instrumental one. (Gardner & Lambert, 1972) Likewise, Baker agrees that people learn quickly a language if they have positive attitudes towards second language, mainly if they learn a second language more for integrative reasons than instrumental ones. (Baker, 1992)

Based on the study carried out by Matos about *"Language attitudes towards French as foreign language"* attitude components are taken into account to determine a relationship between students' language attitudes towards French as foreign language and their academic achievement. The researcher uses the questionnaire as a tool to collect data which is divided into three parts: the first one includes cognitive items, where Matos writes key words that involves *"thinking" and "beliefs"* such as: "I *think* French language has a great cultural value". The second part includes affective items, where the key words have to involve *"feelings"* such as: "I *feel* angry when somebody talks to me in French language". The last one includes behavioral items, where the key words have to entail *"actions"* such as: "this year *I will take* an intensive course of French". After that, Matos relates the outcomes with the academic achievement of students in the learning of French as foreign language. (Matos, 2010)

Finally, Matos concludes that students' language attitudes of Andes University towards French as foreign language are positive, but their academic achievement is low and deficient. It can be explained from attitude components, because even though students show positive attitudes, cognitive component had more frequency than the other

ones that means students learn French as foreign language for utilitarian reasons such as: to get a job, to earn money, to practice, to pass the subject, etc. Matos relates this cognitive component with students' failure in French language learning. Thus, attitude components will help to determine students' predisposition to learn Aymara as a second language.

As a conclusion, speakers face new challenges in keeping their indigenous languages alive because the extinction of each language results in the irrecoverable loss of unique cultural and historical knowledge. Each language is a unique expression of the world's human experience. Every time a language is declined and its speakers may experience the loss of their language as a loss of their cultural identity. (Bernard 1992, Hale 1998) In order to solve this problem, bilingual education is essential for language vitality as well as to accept or to generate positive attitudes in the new generations towards indigenous languages. The Bolivian Government has taken actions to maintain them through the new educational law "Avelino Siñani & Elizardo Perez", where students must learn an indigenous language spoken according to their region in school. Thus, it is in this process where students' language attitudes play an important role not only on the acceptance or rejection towards indigenous languages but also on their learning.

**CHAPTER IV**

**METHODOLOGY**

**4.1.  STUDY  OF LANGUAGE ATTITUDES**

Language attitudes research is a wide field of study because they are subjective in nature. For that reason, it is necessary to specify some principles and methods that help to overcome these difficulties. First of all, this section will start defining theoretical approaches of language attitudes: behaviorist and mentalist. (Blas Arroyo, 2005)

**4.1.1  BEHAVIORIST AND MENTALIST APPROACH**

Attitudes' research is related to social psychology and there are two ways to study them. On one hand, behaviorist approach allows a direct observation and empirical experimentation. This approach helps to confirm the speakers' thinking about any language or social issues. (Fishman, 1970) According to Fasold under behaviorist perspective, attitudes are social situations found simply in the people's responses. Furthermore, Fasold argues that this approach does the research easier to undertake, since it requires no self-reports or indirect inferences. It is only necessary to observe, tabulate, and analyze overt behavior. (Fasold, 1984)

On the other hand, mentalist approach has been widely adopted by language attitudes' studies. This one considers attitudes  as an  internal mental  state which is mainly focused on mental perception. In contrast to behaviorist approach, mentalist ones uses other techniques that provide access to what is not observable like attitudes. (Moreno, 1998)

Thus, this study considers mentalist approach because it allows studying the people's responses without necessity to use observation or experiments as behaviorist approach does. Mentalist approach employs two methods for studying language attitudes: direct and indirect.

## 4.2.     LANGUAGE ATTITUDE METHODS

According to Summer, the study of language attitudes can be carried out in a direct and indirect method, allowing to individuals to know the purposes for what they are interviewed or surveyed. In addition, these methods help to determine which technique will be used in language attitudes' study such as: questionnaire, interview, tape record, etc. (Summer, 1978)

## 4.2.1.  INDIRECT METHOD

Indirect method has to do with the research's attempts to divert attention of informants in order to hide the real intentions of survey or interview. This method is mainly focused on the study of language variety. (Moreno, 1998) According to Summers, indirect method uses different techniques like tape record where informants read a text two times, in two different language varieties, then they listen to the correspondent recordings in order to evaluate speakers, language itself, sympathy, social class, etc. This method is considered experimental and it is usually used to know attitudes towards language varieties. (Summers, 1978)

## 4.2.2.  DIRECT METHOD

In contrast, direct method indicates openly individuals the study's purpose. Researcher seeks to collect data through people's answers and how they judge languages. (Moreno, 1998) Furthermore, Summers points out that direct method uses the questionnaire in order to know the people's linguistic preference. Likewise, it allows knowing the reasons to learn a particular language. (Summers, 1978)

These methods utilize different techniques to collect data. For instance, direct method mainly uses the questionnaire which contains questions about language without manipulate or hiding the purpose of study. In opposite of, indirect method manipulates

the object of study with the purpose to find out changes on speakers' attitudes when they are in front of two varieties of the same language. As it was said before, indirect method is most common in studies of language varieties. (Alvarez, 2007)

Therefore, this study mainly considers mentalist approach because it is not experimental and it provides access to what is not observable on individuals. Then, it takes into account direct method because it allows using the questionnaire as tool to collect data about students' language attitudes towards Aymara as L2.

## 4.3.    RESEARCH APPROACHES

There are three different types of research approaches: quantitative, qualitative and mixed approach. *Quantitative approach* collects data in order to validate a hypothesis. This approach is based on the numeric measure and the statistical analysis to establish patterns of behavior and finally validate theories. *Qualitative approach* researches the reasons and how a decision is made by individual. This approach takes small samples instead of larger ones. The qualitative paradigm of a research aims to gather in deep understanding of human behavior and the reasons that govern such behavior. Finally, *mixed approach* can use both quantitative and qualitative approaches in order to answer different questions in a problem statement. (Sampieri, 2003)

Thus, this study considers quantitative approach because it will help to validate or deny the established hypothesis about students' language attitudes towards Aymara as L2.

## 4.4.    TYPE OF RESEARCH

There are different types of research such as: exploratory, descriptive, correlative and explicative studies. This study takes into account descriptive type which aims to specify properties, characteristics, and profiles of people, groups, communities, processes, objects and any other phenomenon that will be analysed. (Sampieri, 2003)

Descriptive research is usually the best way for collecting information that will demonstrate relationships and describe the world as it exists. Besides, this type of research collects data of variables of a certain object in a specific way or in detail. All mentioned above characterizes this study.

## 4.5.    TYPE OF DESIGN

The variables of this study are not manipulated deliberately. Thus, it falls into non-experimental design which consists of observing phenomena within their natural context in order to analyze them later. (Sampieri, 2003)

In addition, non-experimental design can be classified into two groups: on one hand, longitudinal design that collects data along periods of time in order to make inferences of changes and consequences by individuals. On the other hand, cross sectional design that collects data in a specific time in order to describe and analyze variables and interactions in a given time by individuals without manipulating the object of study. (Sampieri, 2003) For that reason, this study considers this last one to collect information at one point in time.

## 4.6.    OBJECT OF STUDY

The research object of this study is students' language attitudes towards Aymara as L2 at "Mcal. Antonio José de Sucre – A" high school located in the Chicani community, La Paz. It takes into account the $1^{st}$, $2^{nd}$, $3^{rd}$, $4^{th}$, $5^{th}$ and $6^{th}$ grade of secondary. At the same time, it is analyzed attitude components in order to find out students' predisposition to learn Aymara as L2. Finally, it is considered factors, such as, gender, socioeconomic level and parents' attitudes in order to determine which one is the most influential on students' language attitudes towards this indigenous language.

## 4.7. POPULATION

Population refers to the group of elements that agree with a series of specifications i.e. all objects, phenomena or situations can be joined under one or more characteristics. (Sampieri, 2003) The population of this study consists of all students, in total 116, belonged to $1^{st}$, $2^{nd}$, $3^{rd}$, $4^{th}$, $5^{th}$, and $6^{th}$ grade of secondary school "Mcal. Antonio José de Sucre - A" located in the Chicani community, La Paz.

## 4.8. SAMPLE

A sample refers to the group of elements that is taken from a population in order to achieve valid conclusions about the study. The sample of this study is non-probabilistic, because the selection of elements does not depend on any formula. According to Sampieri non-probabilistic sample follows an informal selection and the choice of subjects depends on researcher or interviewer decision. (Sampieri, 2003)

Based on the principles explained above, the sample is established according to characteristics and necessities of this study. For instance, the variable gender needs to choose a heterogeneous group of men and women. Thus, non-probabilistic sample allows a procedure to select in an informal way both groups. Therefore, population is composed by one hundred sixteen students, and sample consists of fifty eight students (twenty nine men and twenty nine women). It stands for 50% of students belonged to "Mcal. Antonio José de Sucre - A" high school located in the Chicani community, La Paz. The next chart below describes in detail this sample.

| Grade | Number of students | Male | Female |
|-------|--------------------|------|--------|
| $1^{st}$ | 14 | 7 | 7 |
| $2^{nd}$ | 12 | 6 | 6 |
| $3^{rd}$ | 8 | 4 | 4 |
| $4^{th}$ | 8 | 4 | 4 |
| $5^{th}$ | 10 | 5 | 5 |
| $6^{th}$ | 6 | 3 | 3 |
| **TOTAL** | **58** | **29** | **29** |

## 4.9.    RESEARCH VARIABLES

Variables are the basic units of information studied and interpreted. In descriptive studies, variables are not manipulated, they are observed as naturally occur.

This study leads to determine students' language attitudes towards Aymara as L2 at "Mcal. Antonio José de Sucre – A" high school located in the Chicani community, La Paz. Simultaneously, it regards attitude components in order to find out students' predisposition to learn Aymara as a second language. Based on the theoretical framework, when cognitive component is the most frequent on students i.e. they learn a language for personal interest or utilitarian reasons such as: to find a job, to earn money, to pass exams, etc. Therefore, students may not be as successful in their second language learning. The second one has to do with affective and behavioral components i.e. when these two components are more frequents than cognitive one. It means that students learn a language for desire identifying with another language group. This attitude might lead to a better competence in second language learning. (Gardner, 1985) Thus, students' failure or success in Aymara as second language learning might depend not only on kind of attitude (positive or negative) but also on which component is the most frequent.

Also, the purpose of this study is to determine a relationship between factors such as: gender, socioeconomic level, parents' attitudes and students' language attitudes towards Aymara as L2. Finally, analyze which factor is the most influential on the determination of these attitudes. Thus, it is established the following research variables:

| Independent variables | ❖ Gender<br>❖ Socioeconomic level<br>❖ Parents' attitudes towards Aymara. |
|---|---|
| Dependent variable | ❖ Language attitudes |

## 4.10.  TOOL

The research tool of this study is the questionnaire of Likert Scale. This is the most widely used for studies in the social area. The items contain propositions that express positive or negative ideas towards Aymara language with a clear vocabulary so that students do not get confused or find ambiguity.

### 4.10.1.  TOOL DESCRIPTION

This questionnaire consists of two parts: the first one includes questions about: the course, gender, socioeconomic level and parents' attitudes. Then, it will be determined a relationship between these factors and students' language attitudes towards Aymara as L2. Based on this will be established which factor is the most influential on students' attitudes.

The second part is focused on Likert Scale which attempts to determine, on one hand, in general, students' language attitudes towards Aymara as L2 (positive or negative), on the other hand, students' predisposition to learn Aymara as a second

language. Likert scales have emerged as the most popular scaling technique in contemporary research. This measurement tool consists of asking a sample of informants to rate whether they agree or disagree with a collection of statements concerning the attitude under investigation giving a classification of five points (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree). For instance, this study assigned a numerical value such as: 5 = "strongly agree ", 4 = "agree", 3 = "neither agree nor disagree", 2 = "disagree" and 1 = "strongly disagree". In case of negative items the rating system can be reversed. Finally, all scores are calculated in order to quantify respondents' answers.

This second part has in total fifteen items that have to do with attitude components, they might determine attitudes in general (positive or negative) and to specify students' beliefs, feelings and behaviors towards Aymara as a second language contributing to determine students' predisposition to learn this indigenous language. Therefore, following the Matos' model (2010) five items belong to cognitive component; five items are related to affective one; and the other five regard to behavioral component. The next sections will explain in detail this part.

First of all, five items about cognitive component use key words that involve *thinking*. Four items related to affective component utilize key words that express *feelings*, but the item number seven has another type of answers: *"Si me dedicaran una canción me gustaría que fuera en: Inglés, Francés, Aymara, Quechua, Guaraní, Español or others"*. It was done with the purpose to know students' feelings towards Aymara in comparison to other languages. Finally, two items of behavioral component belong to Likert Scale and three items have different choice such as: item number eleven, *"En la próxima hora cívica de mi colegio quiero bailar: Moseñada, K'usillo, Reggaetón, Cumbia, Peruanitos or others"*. Item number fourteen, "*Si tuviera que escoger en aprender un idioma primero elijo: Chino mandarin, Inglés, Francés, Aymara, Quechua, Guaraní or others*" Item number fifteen, "*Quiero viajar a un lugar o país donde solamente se hable: Inglés, Francés, Aymara, Quechua, Guaraní or others*"

these last items are concerned to students' *actions* towards Aymara in comparison to other languages and cultures.

**4.10.2. PROCEDURE TO APPLY THE TOOL**

The steps followed to apply the tool will be described below.

**a) PILOT STUDY**

A *pilot study* is a mini piece of research which is used to make sure that questions set are answerable and tools to be used actually work. For that reason to get the final questionnaire, it was necessary to apply a pilot test in order to confirm the items clarity described above, verifying whether they are able to show students' language attitudes towards Aymara as L2. The pilot test was applied to twenty six students at "Mcal. Antonio José de Sucre - A" high school, where thirteen students were women, and thirteen were men. After all, participants made to know the difficulties founded in this test, such as:

❖ Contextualize the items according to the topics and interests of students related to Aymara as an indigenous language.
❖ Some words showed ambiguity.
❖ Clarify the items for a better understanding for respondents.

**b) TOOL RELIABILITY**

In order to know the tool reliability, the questionnaire was applied in two different times. The first one was given to twenty six students at "Mcal. Antonio José de Sucre - A" high school located in the Chicani community, La Paz which allows finding mistakes on items that later were corrected. The second one was the implementation of the final questionnaire which was applied after three weeks of pilot test.

## c) IMPLEMENTATION OF THE FINAL QUESTIONNAIRE

The Likert Scale questionnaire was applied to sample keeping the same quantity of men and women that belonged to the $1^{st}$, $2^{nd}$, $3^{rd}$, $4^{th}$, $5^{th}$ and $6^{th}$ grade of secondary "Mcal. Antonio José de Sucre - A" high school, it took around twenty minutes in the morning into each classroom of this school.

## d) DATA COLLECTION AND PROCESSING

The questionnaire was divided in two parts: The first one has ten questions about general data: gender, socioeconomic level and parents' attitudes. In order to classify students' socioeconomic position is regarded Esomar's method that uses the next variables: parents' instruction, parents' occupational level and resources at home like internet, cable TV, etc. (Esomar, 2000) these variables determine the four socioeconomic levels: high, upper-middle, lower-middle and low class. Regarding parents' attitudes, it is asked directly to students if their parents motivate them or not to learn Aymara as L2. Based on this, it is determined parents' positive or negative attitude towards Aymara.

The second part uses the Likert Scale principles. It contains fifteen items related to language attitudes towards Aymara as L2. Students choose among options: "Estoy totalmente de acuerdo", "Estoy de acuerdo", "Indiferente", "No estoy de acuerdo" or "Estoy totalmente en desacuerdo". This second part is subdivided into three parts: five items related to cognitive component appealing to respondents' rationality towards Aymara, five items regarding affective component that involves feelings of pleasure or displeasure towards Aymara, finally, five items related to behavioral component which refers to the tendency to react towards this indigenous language, all items use key words that express each attitude component.

The score assigned to each item is as follow: 5 = "strongly agree ", 4 = "agree", 3 = "neither agree nor disagree", 2 = "disagree" and 1 = "strongly disagree" the items are added in order to determine, in general, students' language attitudes towards Aymara as L2. Next, attitude components are separately analyzed in order to get data about which one is the most frequent on students' attitudes. Finally, factors of gender, socioeconomic level and parents' attitudes are related with students' language attitudes towards this indigenous language.

# CHAPTER V

## 5.1. DATA COLLECTION

The following graph shows the frequency of favorability and unfavorability of students' language attitudes towards Aymara as L2. This Likert Scale questionnaire was administered to 58 students who indicated their grade of agreement or disagreement towards this indigenous language with a scale from 1- 5. Each one of these numbers is represented as follow: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree. The results were obtained by adding of 11 items in total.

**Students' language attitudes towards Aymara as L2**

**LIKERT SCALE**
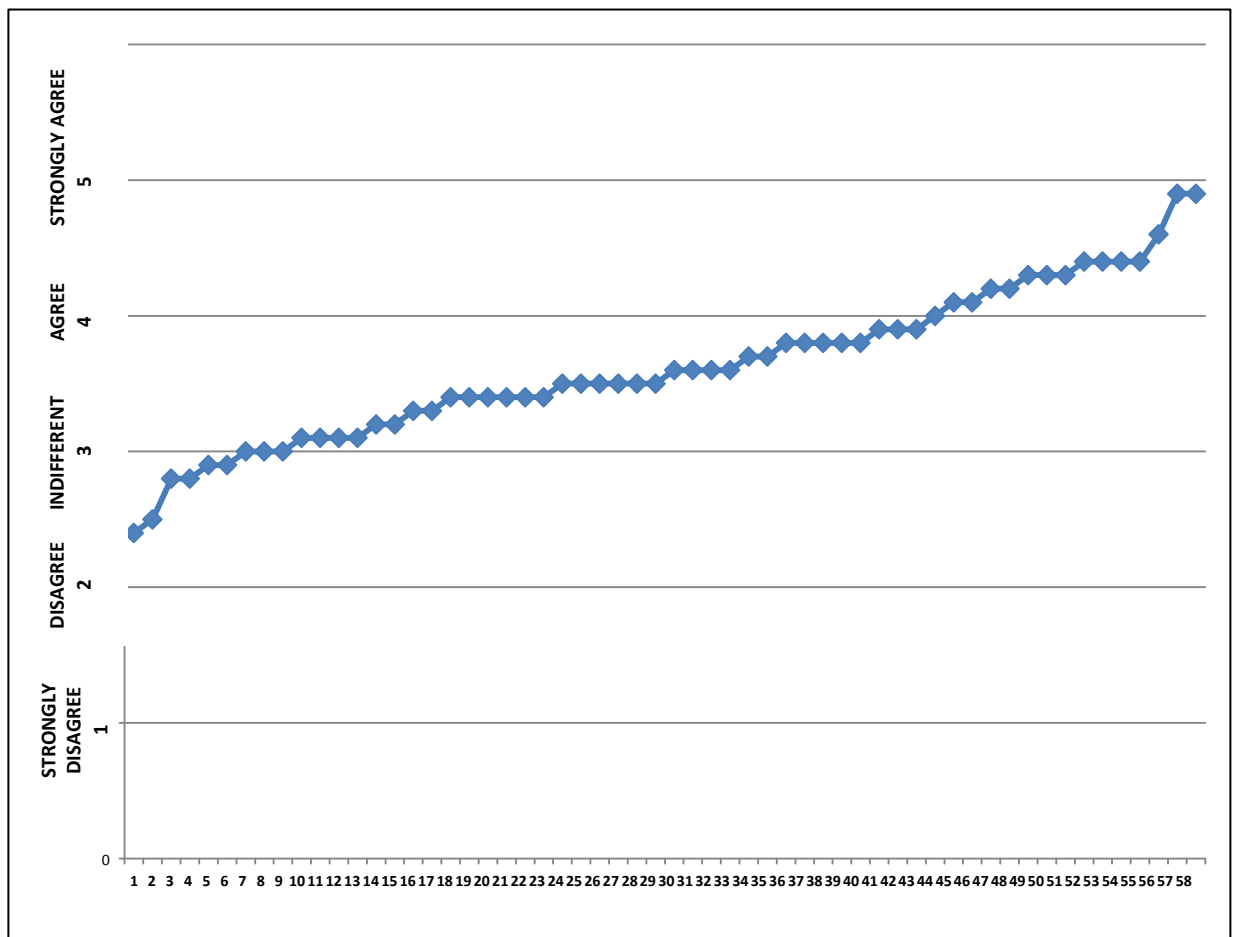
The graph above indicates, in general, that students show a favorable tendency towards Aymara as L2. Even though they have Spanish as their mother tongue, students display positive attitude towards it. This means that Aymara is considered as part of their identity and culture which will be very helpful to hold the stability of this indigenous language.

The following graphs below describe in percentages students' responses about variables of gender, socioeconomic level and parents' attitudes in order to find out which one is the most influential on students' language attitudes towards Aymara as L2.
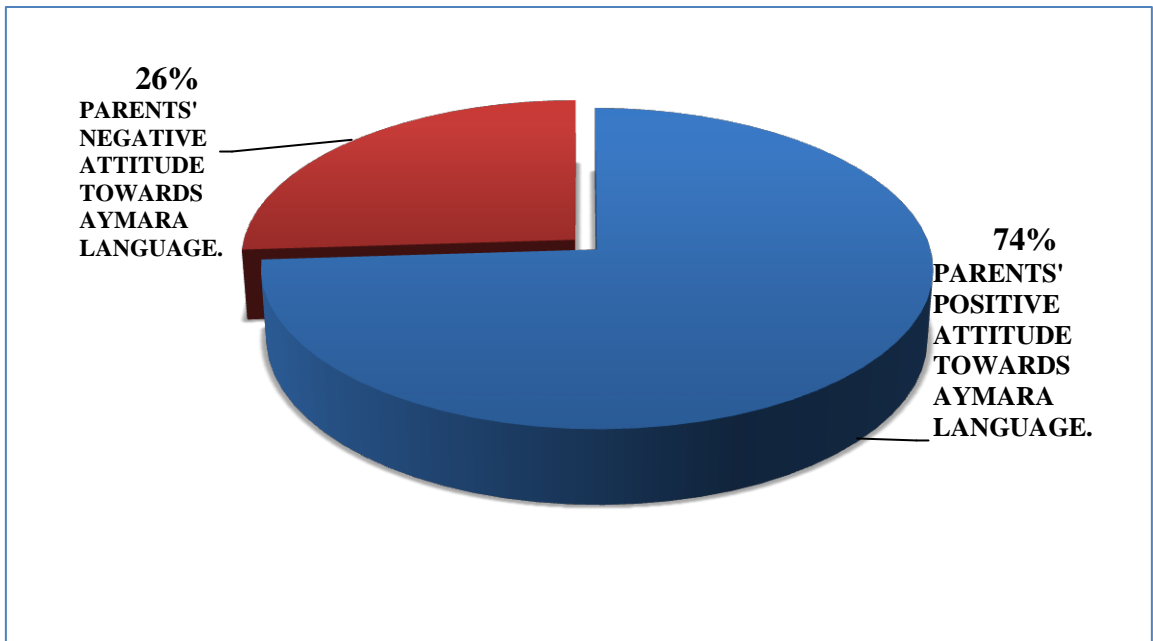
**FIGURE 1**

**GENDER OF STUDENTS**
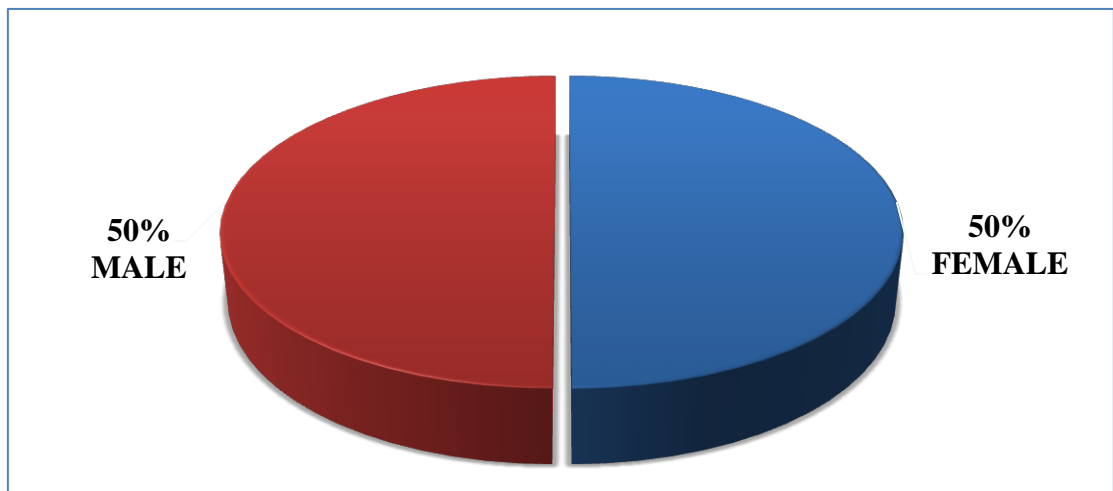


Regarding gender, the graph shows a homogenous group where 29 students are female and 29 are male. Both stand for 50% making a total of 100% (58 participants in total).

**FIGURE 2**

## PARENTS' ATTITUDES TOWARDS AYMARA LANGUAGE



Parents' attitude might influence on their children's attitude towards Aymara language. Thus, students were asked directly about their parents' attitude towards this indigenous language. On one hand, most of students 74% (43 participants) replied that their parents motivate them to learn Aymara as a second language giving as a result, parents' positive attitude towards this indigenous language. On the other hand, one quarter of population, 26% (15 participants) responded that their parents do not motivate them to learn Aymara, showing parents' negative attitude towards it.

**FIGURE 3**

**SOCIOECONOMIC LEVEL OF STUDENTS**
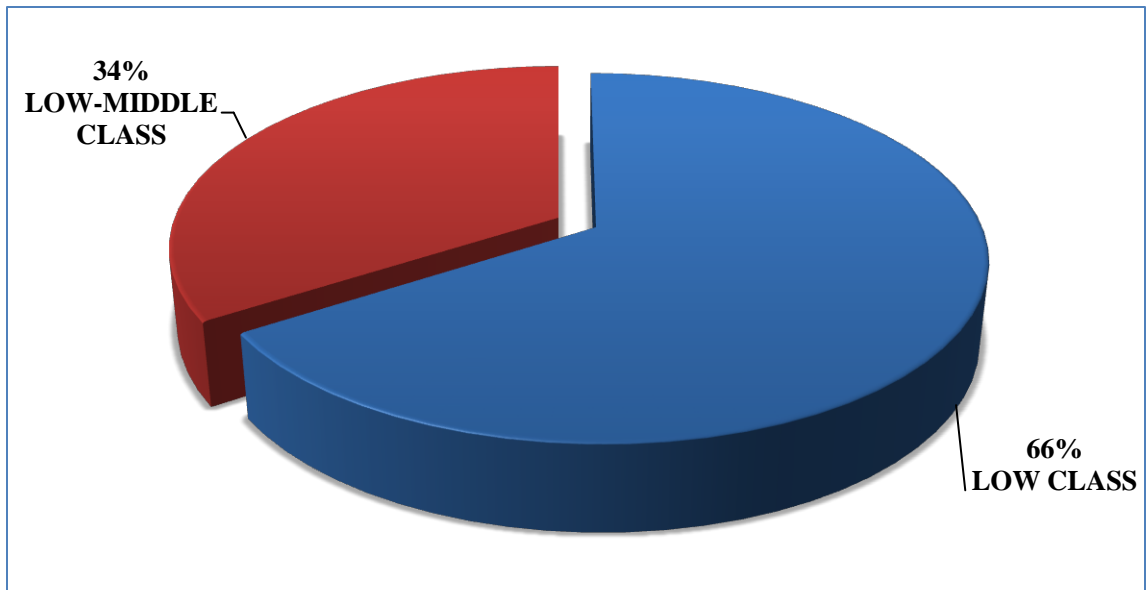


The socioeconomic level of students is divided into two groups: the first one belongs to low class 66% which represents more than a half of population (38 participants). The second one belongs to low - middle class 34%, which means, more than one quarter of population (20 participants).

The following graphs are related to the second part of the questionnaire showing in percentages the results of, on one hand, students' language attitudes towards Aymara as L2, and one the other hand, attitude components: cognitive, affective and behavioral towards this indigenous language. This last one is carried out with the purpose to determine how students think, feel and behave towards Aymara, and at the same time, the determination of the most frequent component on individual might predict students' failure or success in Aymara as second language learning.

**FIGURE 4**

**STUDENTS' LANGUAGE ATTITUDES TOWARDS AYMARA AS L2**
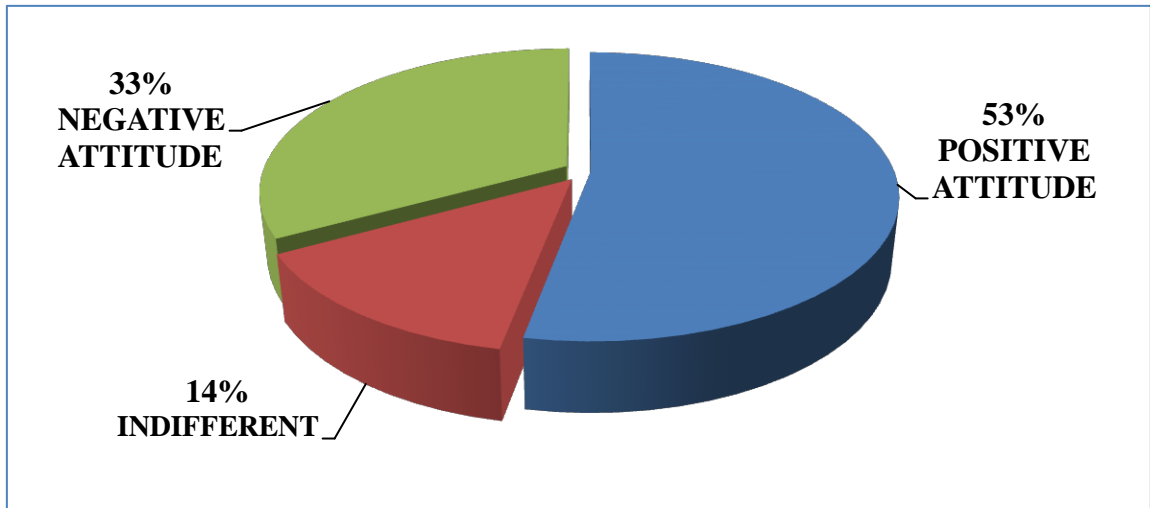


In general, this graph reports that 53% of students have positive attitude towards Aymara as a second language. 33% of them have negative attitude towards it. Finally, there is a small group 14% who are indifferent towards this indigenous language.

**FIGURE 5**

**STUDENTS' LANGUAGE ATTITUDES TOWARDS AYMARA AS L2**
**COGNITIVE COMPONENT**
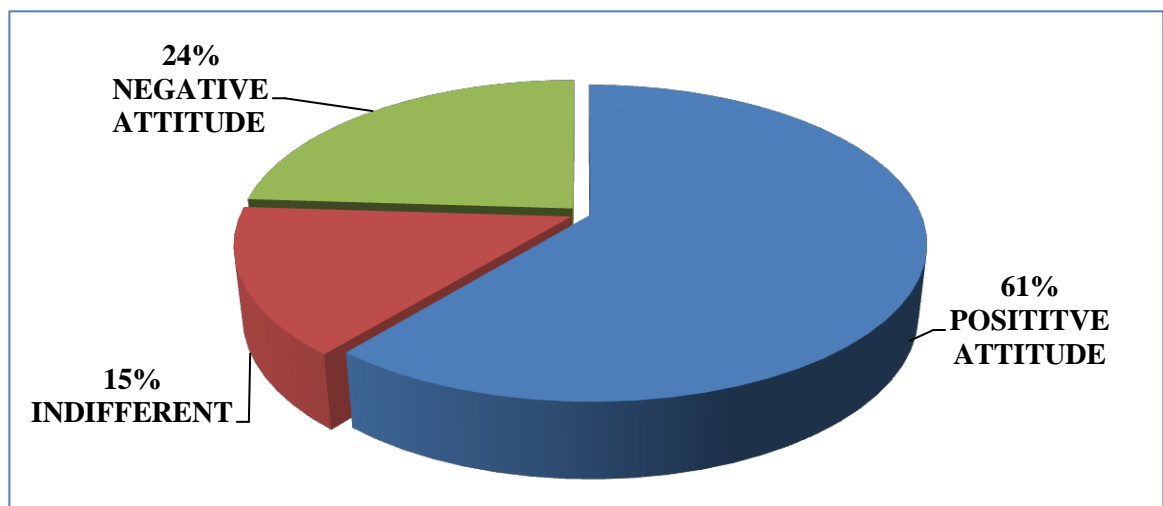
The first five statements are related to cognitive component i.e. students' thinking towards Aymara as L2. The group consists of the following items:

➢ Hablar Aymara ayuda a que los jóvenes puedan estudiar en la Universidad.
➢ El idioma Aymara es útil para conseguir trabajo.
➢ La gente que habla Aymara es inteligente y de muy buena educación.
➢ La gente que habla Aymara se viste distinguidamente.
➢ Pienso que todas las materias del colegio se deben dictar en Aymara.

Statements were grouped for simplicity of analysis about students' thinking towards Aymara. The graph above illustrates that a major group of students (61%) show positive attitude towards Aymara. Then, less than one quarter of participants (24%) have negative attitude towards this indigenous language. Finally, a small group (15%) is indifferent towards it.

**FIGURE 6**

**STUDENTS' LANGUAGE ATTITUDES TOWARDS AYMARA AS L2**

**AFFECTIVE COMPONENT**
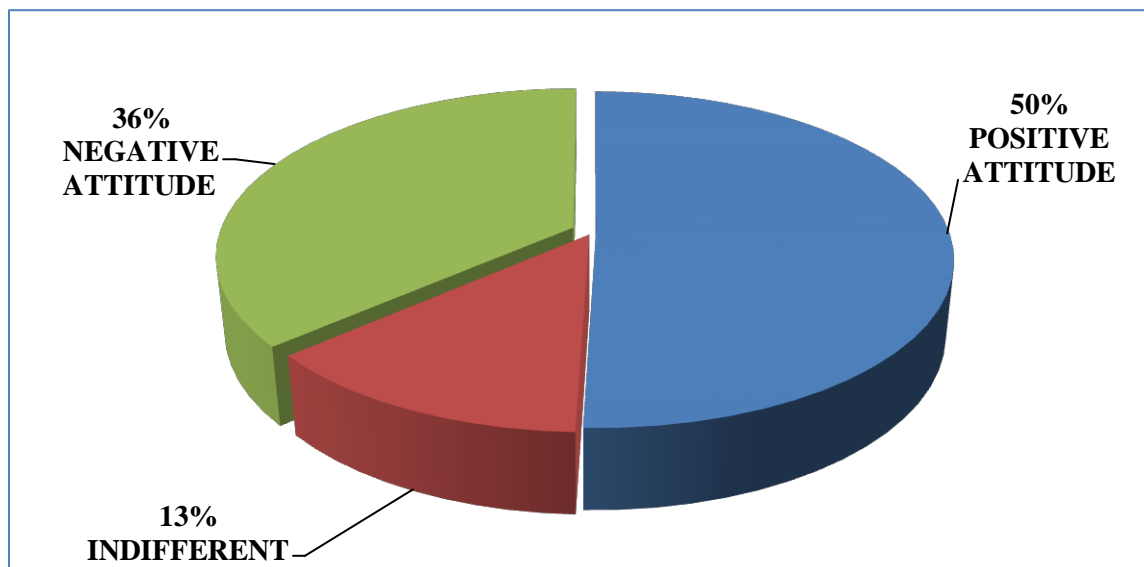
Affective component is composed by the following four items:

- ➢ Me siento muy orgulloso de tener ascendencia Aymara.
- ➢ Me siento muy cómodo cuando la gente y mis amigos me hablan todo el tiempo en Aymara.
- ➢ Cuando la gente habla Aymara se siente un sonido armonioso y romántico.
- ➢ Me siento feliz cuando mis amigos me dedican canciones y poesías en Aymara.

These statements were set in order to analyze students' feelings towards Aymara. Thus, regarding affective component, the graph indicates that half of students (50%) have positive attitude towards this indigenous language. Next, more than one quarter of participants (36%) show negative attitude towards Aymara. Finally, 13% of students are indifferent towards it.

**FIGURE 7**

**STUDENTS' LANGUAGE ATTITUDES TOWARDS AYMARA AS L2**

**BEHAVIORAL COMPONENT**
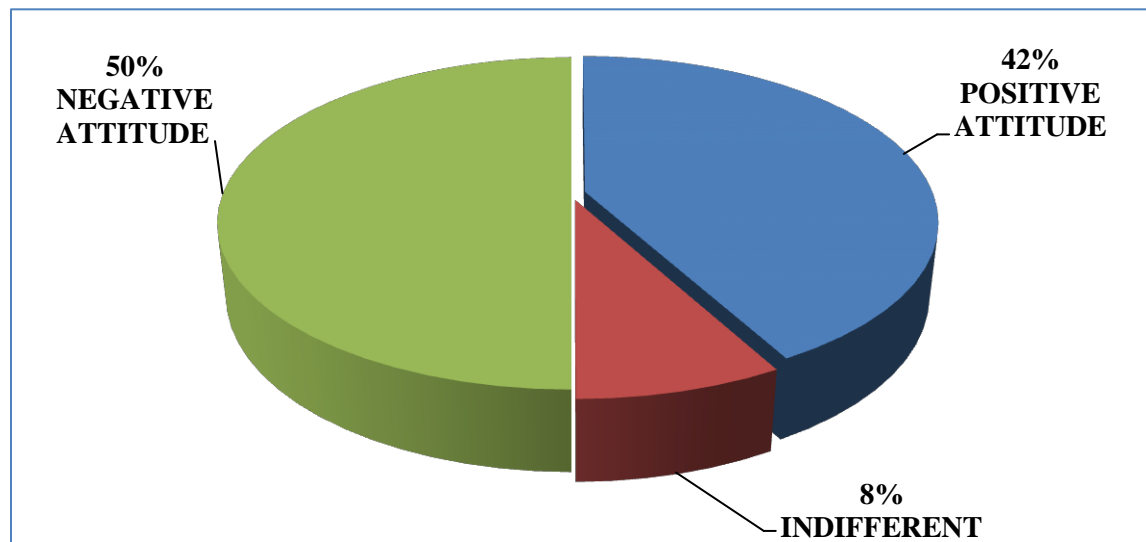
Behavioral component is composed by the following items:

➢ Cuando el Presidente Evo Morales da un discurso en Aymara lo escucho de principio a fin.

➢ Si fuera Presidente de Bolivia haría que todos los colegios, programas de TV y radio hablen en Aymara de manera obligatoria.

These statements were gathered to show students' behaviors towards Aymara. Thus, the graph reports a very different result in comparison to cognitive and affective components, because 50% of students show negative attitude and 8% of them are indifferent towards Aymara. Finally, 42% of them have positive attitude towards it.

**FIGURE 8**

**RELATIONSHIP BETWEEN LANGUAGE ATTITUDES**

**AND GENDER**



**LANGUAGE ATTITUDES AND FEMALE GENDER**

28% NEGATIVE ATTITUDE

15% INDIFFERENT

57% POSITIVE ATTITUDE
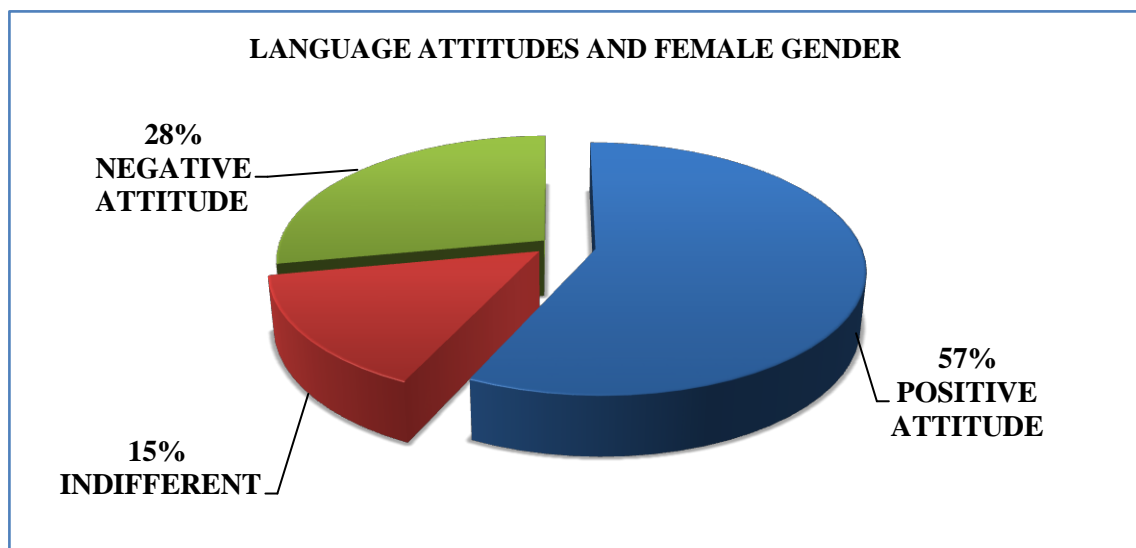
Regarding female gender and language attitudes, the graph shows that 57% of women have positive attitude towards Aymara as a second language, and 28% of them indicate negative attitude towards it. Finally, 15% of female participants are indifferent towards Aymara.

**FIGURE 9**

**LANGUAGE ATTITUDES AND MALE GENDER**



39%
NEGATIVE
ATTITUDE

12%
INDIFFERENT

49%
POSITIVE
ATTITUDE
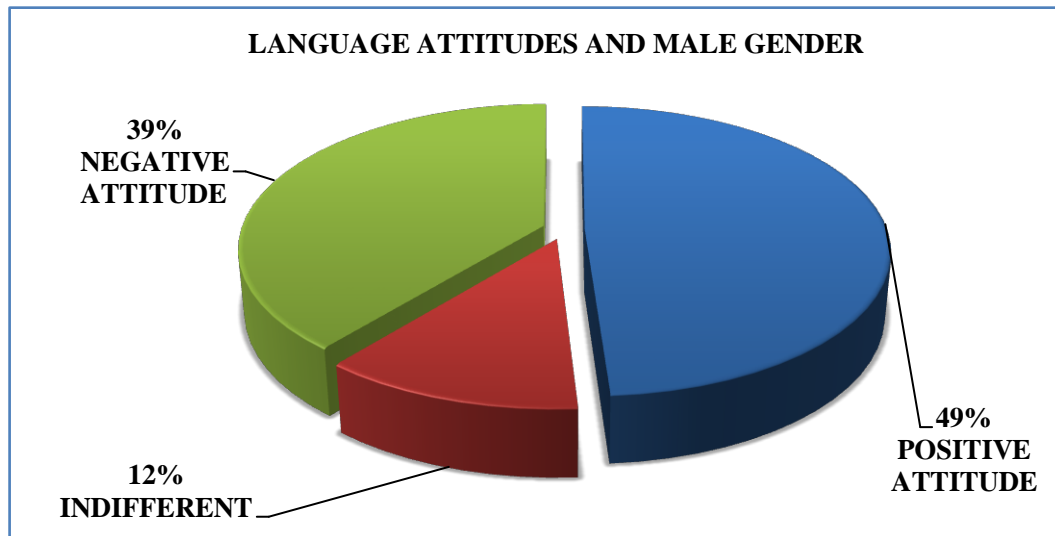
Concerning male gender and language attitudes, the graph reports different results in comparison to female group. For instance, 49% of men have positive attitude towards Aymara. Then, 39% of them have negative attitude towards this indigenous language. In the last position, 12% of men are indifferent towards it.

**RELATIONSHIP BETWEEN STUDENTS' LANGUAGE ATTITUDES AND PARENTS' ATTITUDES**

**FIGURE 10**



**STUDENTS' ATTITUDES AND PARENTS' NEGATIVE LANGUAGE ATTITUDES TOWARDS AYMARA AS L2**

38%
STUDENTS'
POSITIVE
ATTITUDES

46%
STUDENTS'
NEGATIVE
ATTITUDES

16%
INDIFFERENT
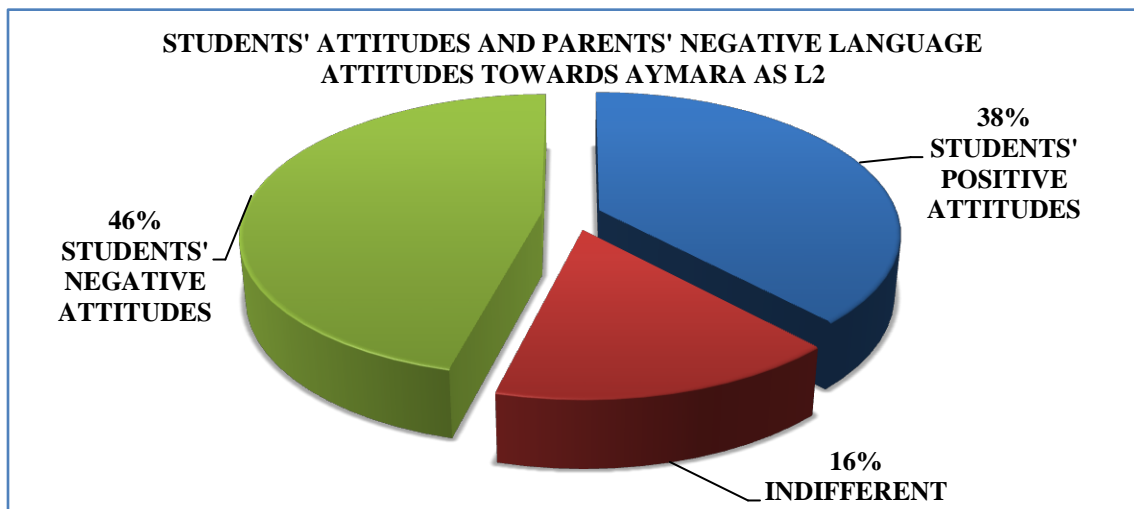
As it was previously discussed, parents with negative attitude towards Aymara influence the same attitude on their children. Based on the results achieved, students who said that their parents do not encourage them in the Aymara second language learning, 46% of students show negative attitude, 16% of them are indifferent towards Aymara. Finally, just 38% of them have positive attitude towards this indigenous language.

**FIGURE 11**
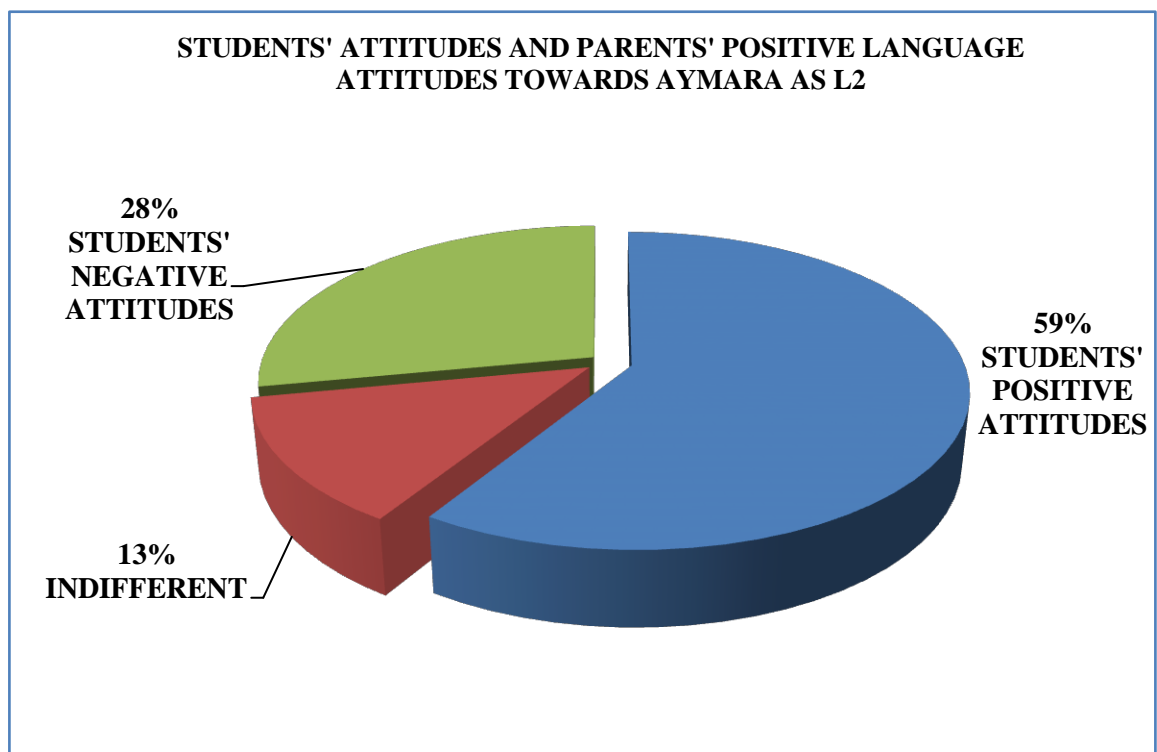


Parents with positive attitude towards Aymara influence the same positive attitude on their children, because students who answered that their parents encourage them in the Aymara second language learning, more than a half (59%) of students show positive attitude towards it. Then, 28% of them manifest negative attitude towards this indigenous language. Finally, 13% of students are indifferent towards it. Based on these outcomes, there is a strong relationship between parents' attitudes and students' language attitudes towards Aymara as L2.

# RELATIONSHIP BETWEEN LANGUAGE ATTITUDES

## AND SOCIOECONOMIC LEVEL

**FIGURE 12**



STUDENTS' LANGUAGE ATTITUDES AND SOCIOECONOMIC LEVEL- LOW

30% NEGATIVE ATTITUDE

56% POSITIVE ATTITUDE
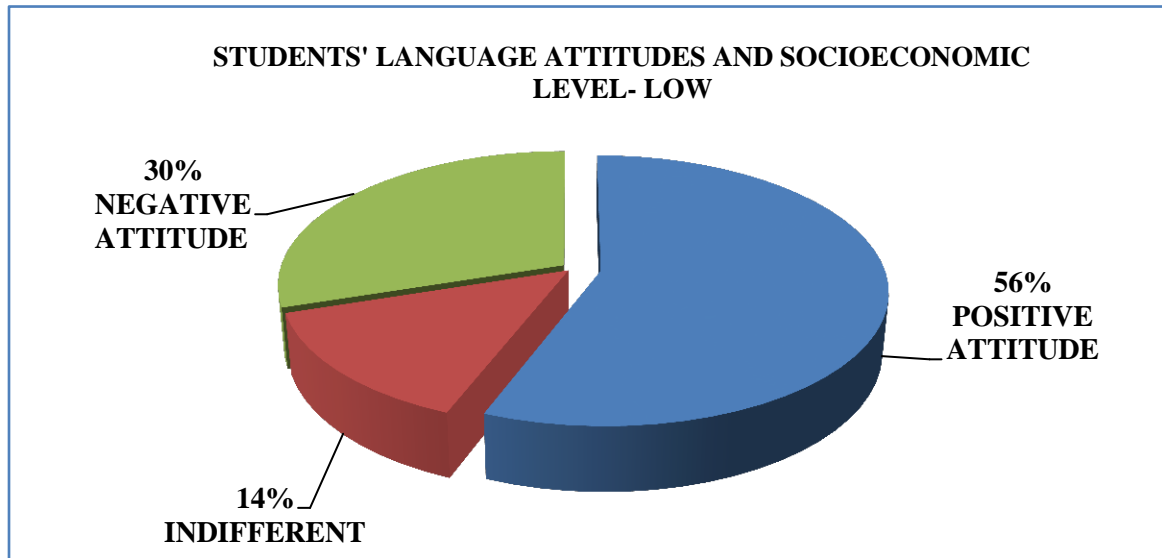
14% INDIFFERENT

Regarding socioeconomic low level of students, 56% of participants have positive attitude towards Aymara as a second language. Then, 30% of students show negative attitude towards it. Finally, 14% of them are indifferent towards this indigenous language.

**FIGURE 13**



STUDENTS' LANGUAGE ATTITUDES AND SOCIOECONOMIC LEVEL - LOW MIDDLE

41% NEGATIVE ATTITUDE

47% POSITIVE ATTITUDE

12% INDIFERENT
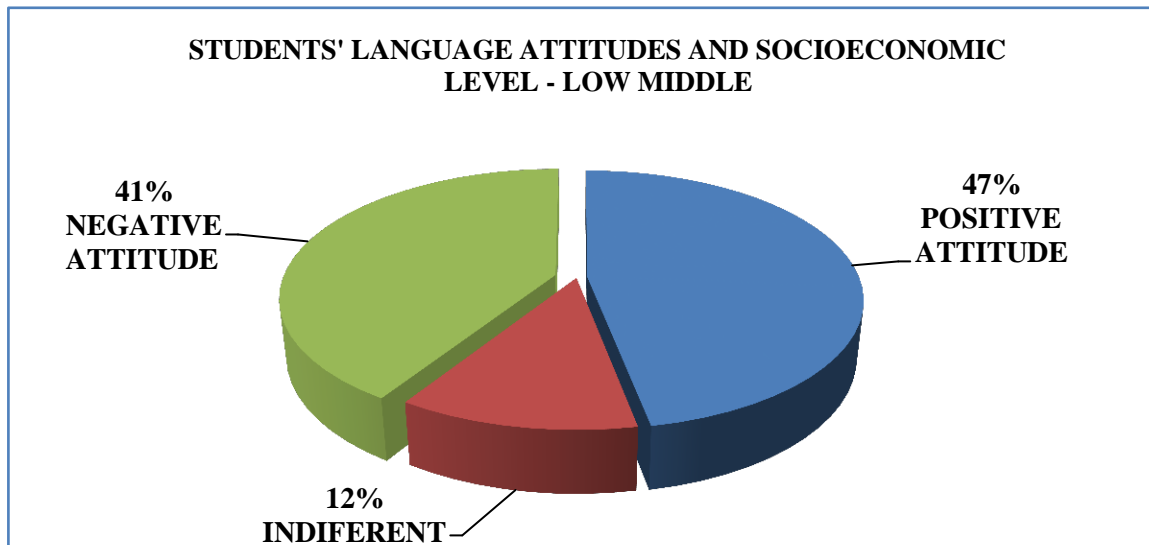
Concerning to socioeconomic low- middle level of students, 47% of participants display positive attitude towards Aymara as a second language. However, 41% of them show negative attitude towards this indigenous language. Finally, 12% of students are indifferent towards it. Based on the results described above, there is a relationship between socioeconomic level and students' language attitudes because students who belong to a better slight socioeconomic level (53% in total) show negative and indifferent attitude towards Aymara as L2.

**OTHER FINDINGS**

The following graphs report other findings related to affective and behavioral components. Based on the context and interests of participants, the items introduce different options towards Aymara in contrast to other languages and cultures.

First of all, the following graph describes the item number seven related to affective component, where students have to choose the language of their preference. It comprises the key word *"like"* that involves feelings towards Aymara in comparison to other languages.

**FIGURE 14**



AFFECTIVE COMPONENT : STATEMENT Nº 7
SI ME DEDICARAN UNA CANCIÓN ME GUSTARÍA QUE FUERA EN:

| | ESPAÑOL | AYMARA | INGLÉS | FRANCES | PORTUGUES |
|---|---|---|---|---|---|
| | 66% | 19% | 9% | 3% | 3% |
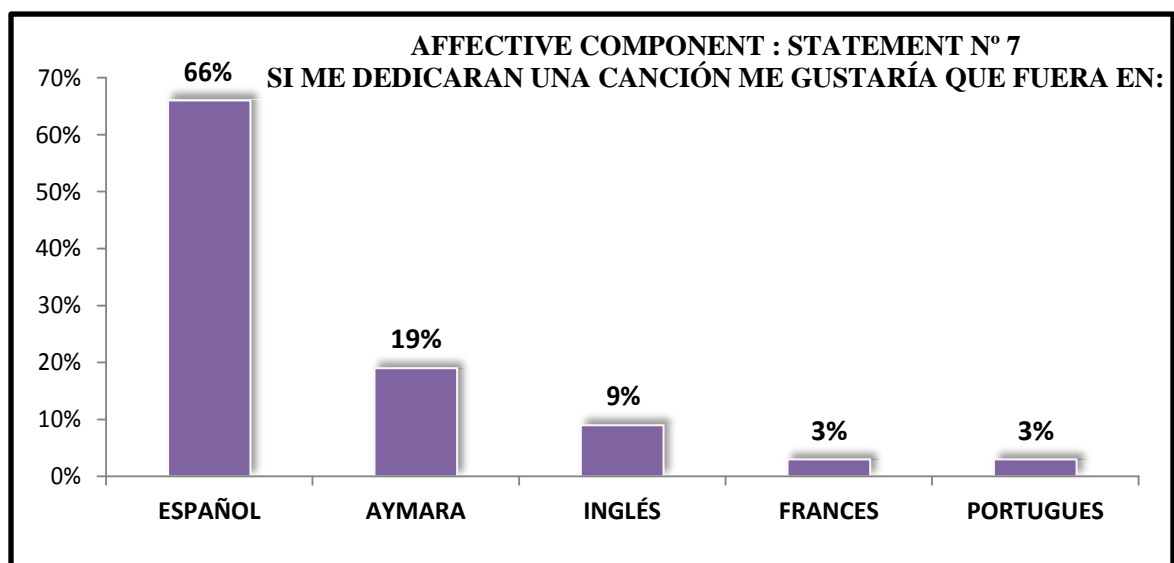
The majority of students (66%) reply to feel more comfortable if somebody dedicates them a song in Spanish language. In such situation, less than one quarter of participants (19%) display preference for Aymara. Only 9% of students express preference for English. Finally, 3% of them regard French and Portuguese languages.

The next graphs show the results of item number eleven, fourteen and fifteen related to behavioral component that refers to actions towards Aymara language in comparison to other languages and cultures. The items were drawn based on students' interests.

**FIGURE 15**
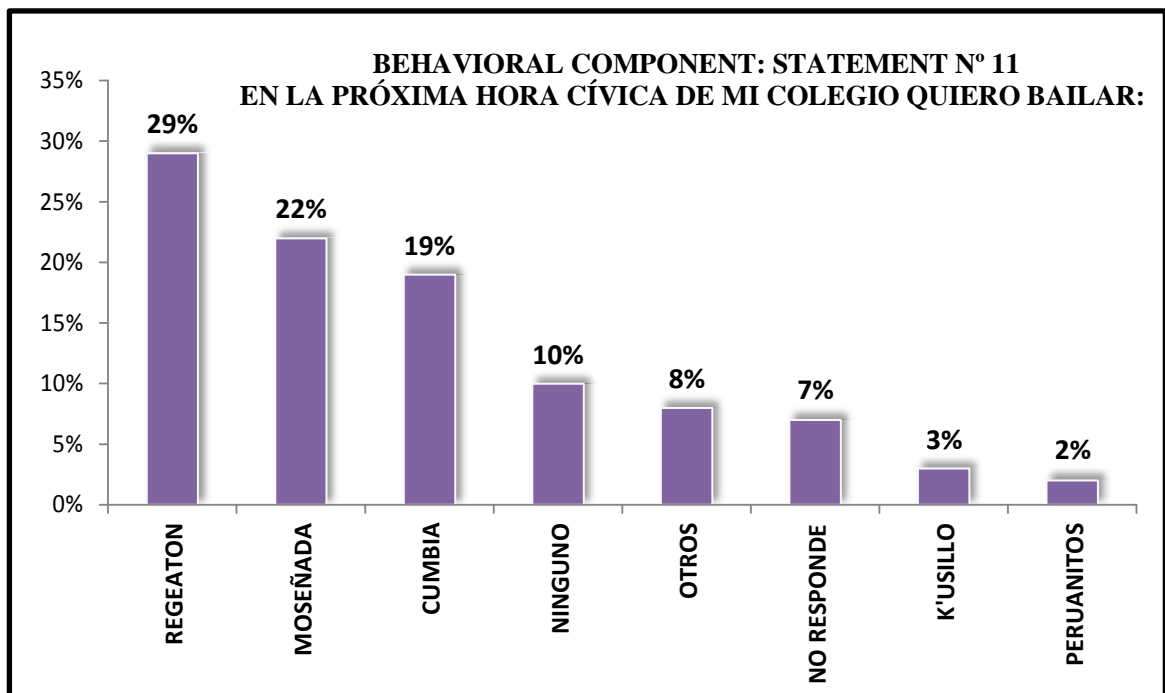


In fact, 29% of students indicate a high preference for Reggeaton (foreign dance). Next, 22% of them prefer to dance Moseñada that belongs to the Aymara culture. Then, 19% of participants choose Cumbia dance. Subsequently, 10% of participants say not dance any one; 7% do not answer and 8% of students match the

option "others". Finally, 3% of students want to dance K'usillo (another Aymara dance) and 2% of them prefer Peruanitos[8] dance. All of these outcomes make a total of 100% (58 students).

**FIGURE 16**
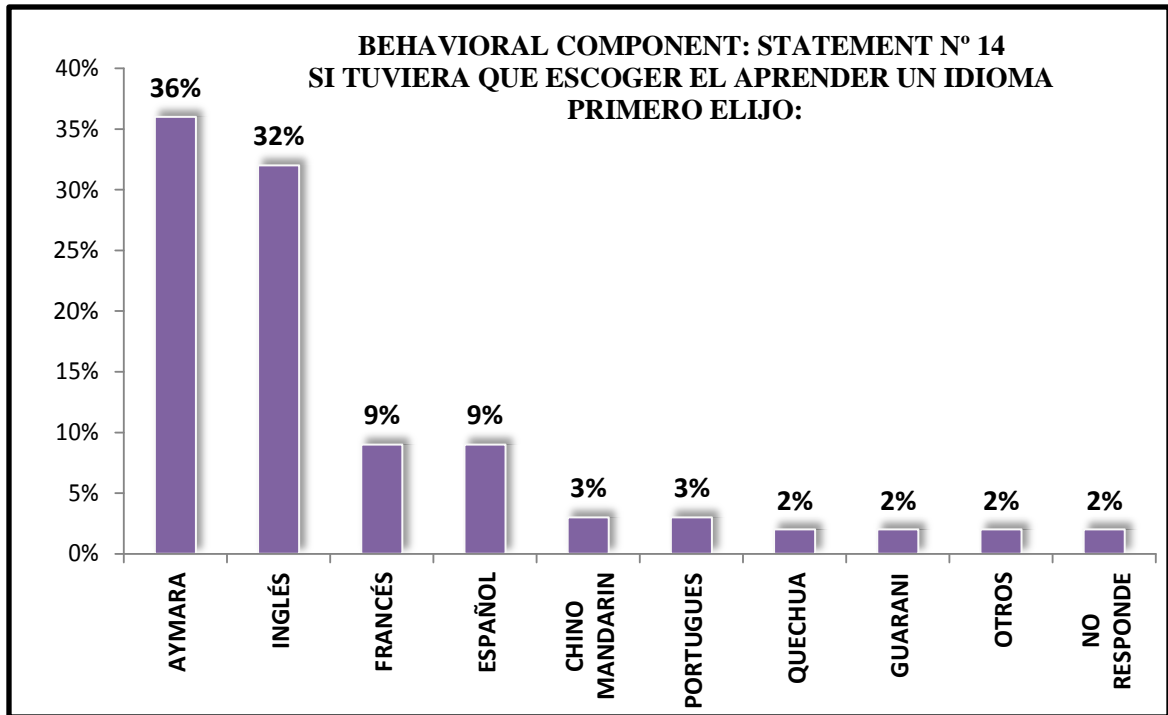


Most students (36%) prefer to learn Aymara language. Then, 32% of them choose English language. Next, 9% of participants say French and Spanish languages. Similarly, 3% of students choose to learn Chino Mandarin and Portuguese languages. The last four positions have the same outcome of 2%: Quechua, Guaraní, other languages and participants who do not respond.

---

[8] Typical music from Perú which is listened by people from rural areas.

FIGURE 17



**BEHAVIORAL COMPONENT: STATEMENT N° 15**
**QUIERO VIAJAR A UN LUGAR O PAÍS DONDE SOLAMENTE SE HABLE:**
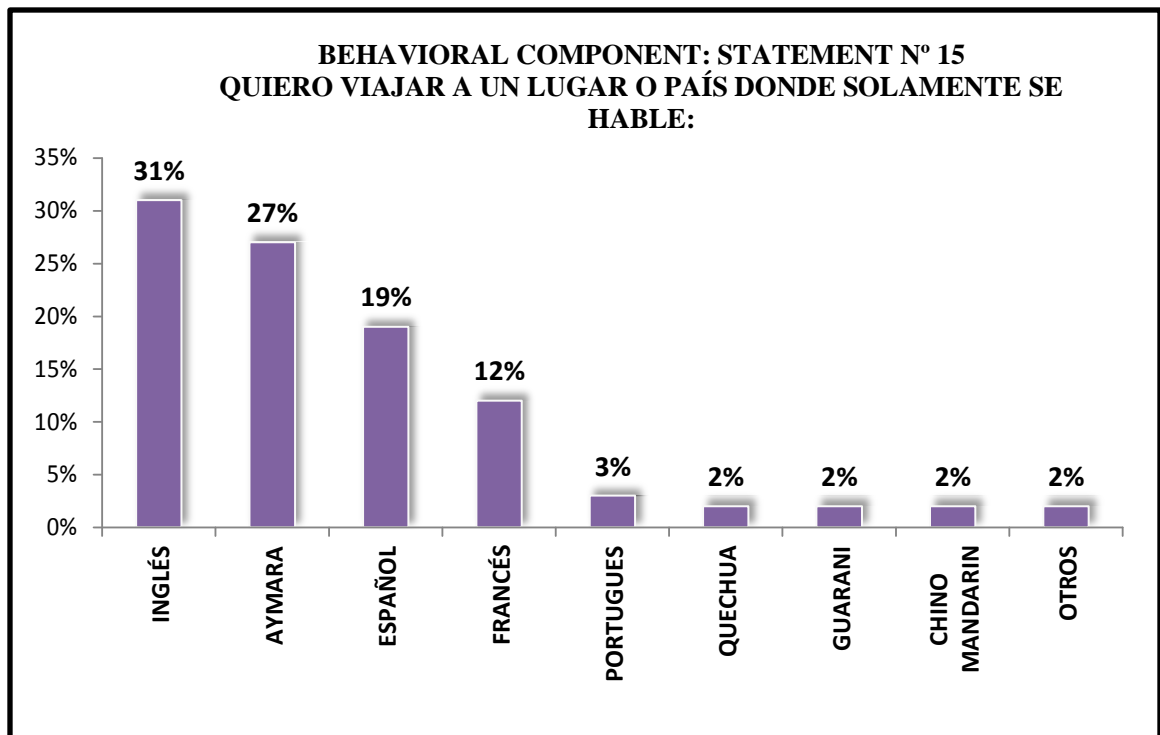
Firstly, 31% of students want to go to a place where people only speak English. It is followed by 27% of participants who prefer an Aymara speaking context. Then, 19% of participants choose a place where only Spanish language is spoken. Similarly, 12% of them display preference for French speaking context. Finally, there are small groups that prefer to go other places. For instance, 3% of students want to go a place where Portuguese is spoken, and 2% stands for inclination for four different speaking contexts such as: Quechua, Guaraní, Chino Mandarin and other languages.

## 5.2. ANALYSIS AND INTERPRETATION

Although students have Spanish as their mother tongue, most of them (53%) show positive language attitude towards Aymara as L2. It means that students are identified with this indigenous language as part of their identity, their culture and their people. However, the outcomes present other two groups, on one hand, 33% of students

show negative attitude towards Aymara, on the other hand, 14% of them are indifferent towards it. "Indifferent attitude" is consistent in all data which is considered by a neither positive nor negative result. When a person is indifferent, he or she feels or shows a lack of interest or concern towards language, reaching a halfway point between appreciation and contempt. There are different types of indifference, for instance, people can be indifferent for conviction or laziness. The first one is related to the people's ideology of isolation from reality, separated from the others, not taking any obligation to anyone and anything. The second one consists of people's laziness to take a stance towards the language. These might be the reasons for what students are indifferent towards Aymara. However, indifferent attitude might bring negative effects later. (Coaching, 2012)

Regarding Aymara as second language learning, Baker (1992) Gardner & Lambert (1972) establish that its learning might depend mainly on attitude components i.e. if cognitive component is more frequent on learners, it means that students are motivated to learn a second language for practical reasons such as: to fulfill a college language requirement, to find a job, to earn money, to pass exams, etc. This is called *instrumental attitude* which might not be as successful when somebody learns a second language. However, if students show more frequency into affective and behavioral components, it means that students learn for pleasure and because they want to join to this group. Thus, it is given the name of *integrative attitude* which has more success at the moment to learn a second language. (Gardner & Lambert, 1972) Likewise, Baker agrees that people learn quickly a language if they have positive attitude towards second language, mainly if they learn more for integrative reasons than instrumental ones. (Baker, 1992)

In view of this, this study analyzed separately students' attitude components. First of all, cognitive component obtains the highest outcome related to positive attitude (61%) in comparison to affective (50%) and behavioral (42%) components. However, cognitive component falls into *instrumental attitude* i.e. students' Aymara second language learning probably might be deficient and low because they are motivated to

learn Aymara for utilitarian reasons, for instance, to pass exam or grade, to find a better opportunities where Aymara is required, etc. In order to support this part, it is analyzed in detail the other two components.

Concerning affective component, half of students (50%) show positive attitude towards Aymara. However, students' positive feelings are closely related to learn Aymara as L2 for practical reasons, because they support their choice writing: "*it would be interesting to listen to my friends speak in Aymara"* or "*it could be exciting if somebody dedicates me a song or poetry in Aymara, because I can learn new words".* Then, 36% of students display negative attitude and 14% of them are indifferent towards this indigenous language. Students of these last two groups express not to feel comfortable with Aymara because they do not understand or speak it.

Regarding behavioral component, it shows the lowest outcome regarding students' positive attitude towards Aymara in comparison to cognitive and affective components. Only 42% of students have positive attitude towards this indigenous language. The next items report the outcomes reached: *"I listen the Evo Morales President' speech in Aymara language"* and *"If I was the president of Bolivia, I will order to all schools, TV programs and radio speak in Aymara language"* in both items, the majority of students display disagreement showing negative attitude towards this indigenous language. Taking into account other findings related to behavioral component, it reports students' actions towards Aymara in comparison to other languages and cultures: Figure 17, "*travel to a place where people only speak…"* Students prefer to travel a place where only English is spoken. Figure 15, "*dancing a typical dance of…"* most of participants choose to dance "Reggeaton" instead of a local one like "Moseñada" or "K'usillo" showing negative attitude towards Aymara culture.

Concluding this part, affective and behavioral components are related to *integrative attitude* which is essential for successful on Aymara as second language learning. However, based on the outcomes above, integrative attitude is very weak in students towards Aymara as L2.

Finally, regarding factors that influence on students' language attitudes, the outcomes show a relationship between gender, socioeconomic level, parents' attitude and students' attitudes towards Aymara as L2. For instance, women (57%) tend to have stronger positive language attitude towards Aymara than men do (49%). Regarding to socioeconomic level, students who belong to low-middle class (47%) manifest less positive language attitude than students of low class (56%). However, parents' attitude is the most influential factor on students' attitudes towards Aymara as L2, because, on one side, the group of students who replied that their parents show positive attitude towards Aymara, 59% of them display a high positive attitude towards it. On the other side, the group of students who said that their parents have negative attitude towards this indigenous language, 62% of them show a strong negative and indifferent attitude towards Aymara. It means that parents play an important role on the determination of language attitudes of their children towards Aymara as L2.

## CHAPTER VI

## CONCLUSIONS AND RECOMMENDATIONS

### 6.1. CONCLUSIONS ON THE OBJECTIVES

In order to achieve the research objectives, this thesis provided evidence enabling us to arrive to the following conclusions and directions for future researches.

### 6.1.1. Conclusion on the General Objective

First of all, this study was conducted to determine students' language attitudes towards Aymara as L2 at "Mcal. Antonio José de Sucre – A" high school located in the Chicani community, La Paz, finding out that more than a half (53%) of students have positive attitude towards this indigenous language. Based on the theory, this kind of attitude means that students identify the Aymara language as part of their culture, their history and their people. Furthermore, it might help to keep Aymara alive and pass this indigenous language through the next generations.

### 6.1.2. Conclusions on the Specific Objectives

❖ **First Specific Objective:**

Analyze the results of attitude components: cognitive, affective and behavioral expressed by students towards Aymara as L2.

According to Baker (1992), Gardner & Lambert (1972) attitude components play an important role on Aymara as second language learning. On one hand, if cognitive component is more frequent on students, it belongs to instrumental attitude i.e. students' final objective is not to seek an integration in the target group, but rather the achievement of social acknowledgment and economic advantages or just to pass an exam or grade. However, if students show more frequency into affective and behavioral

components than cognitive one, it will be related to integrative attitude i.e. learners reflect desire to identify with the language and its culture. Integrative attitude has proven to be stronger impetus to successful language learning than instrumental one. (Gardner & Lambert, 1972) What is more, people learn quickly a language if they have not only positive attitudes towards a second language but also integrative reasons rather than instrumental ones. (Baker, 1992)

Thus, based on the outcomes achieved, students show more positive attitude into cognitive component (61%) than affective (50%) and behavioral (42%) ones towards Aymara as L2. It means that instrumental attitude attributes greater importance than integrative one towards Aymara as second language learning by part of students. As a result, they probably might have low and deficient academic achievement in their learning.

❖ **Second Specific Objective**
  Determine the most influential factor: gender, socioeconomic level and parents' attitudes on students' language attitudes towards Aymara as L2.

Parents' attitude is the most influential factor on the determination of students' attitudes towards Aymara as L2. Based on the results, on one hand, parents' negative attitude towards Aymara reproduce the same attitude on their children, in total 62% of students show a strong negative and indifferent attitude towards Aymara. On the other hand, parents' positive attitude displays similar attitude on their children, 59% of students show a high positive attitude towards Aymara. This factor is more influential than socioeconomic level and gender.

❖ **Third Specific Objective**

Determine a relationship between students' gender and students' language attitudes towards Aymara as L2.

According to the theoretical framework there are differences between women and men regarding their attitudes towards language usage: *"generally women are more sensitive to the prestige norms than men; also women show more positive attitude than men towards language usages which are adjusted to the norms (...)"* (Moreno, 1998) Thus, this study allowed determining this relationship between gender and language attitudes, because 57% of women show more positive language attitude towards Aymara as L2 than men do 49%.

❖ **Fourth Specific Objective**

Determine a relationship between students' socioeconomic level and students' language attitudes towards Aymara as L2.

As it was previously explained, the word "prestige" is particularly visible when two or more languages come in contact, where "language of low prestige" or "minority language" is stigmatized by the language of power or "language of prestige". The concept of prestige is closely related to the socioeconomic level in a society. For instance, generally, there is positive attitude towards language of prestige associated with the language of the upper classes, and negative attitude with the language of the lower classes.

Therefore, the present study determines a relationship between students' socioeconomic level and their language attitudes towards Aymara (language of low prestige). The results show an important difference between both groups because students who belong to low class, more than a half of them (56%), have positive attitude towards Aymara. On the contrary, those who belong to the socioeconomic low- middle

class, less than a half of students (47%), show positive attitudes towards this indigenous language. It means that students who have a slight higher socioeconomic position tend to have negative attitude towards Aymara as L2, considered as minority language or language of low prestige.

❖ **Fifth Specific Objective**

Determine a relationship between parents' attitudes and students' language attitudes towards Aymara as L2.

Finally, the results showed a relationship between parents' attitudes and students' attitudes towards Aymara as L2. Because, parents' negative attitude reproduces the same attitude on their children, 62% of these students display a strong negative and indifferent attitude as well. What is more, parents with positive attitude show similar positive results i.e. 59% of students have a high positive attitude towards Aymara.

### 6.1.3. Conclusions on the hypothesis

**H1**

Students' language attitudes towards Aymara as L2 are negative at "Mcal. Antonio José de Sucre - A" high school located in the Chicani community, La Paz.

**H2**

Parents' attitudes are the most influential factor on the determination of students' language attitudes towards Aymara as L2.

Students' language attitudes towards Aymara as L2 are positive. The determination of these attitudes is highly influenced by parents' attitudes towards this indigenous language. This variable is more influential than gender and socioeconomic level factors. Thus, the first hypothesis is denied and the second one is confirmed by the obtained results.

## 6.2. RECOMMENDATIONS

UNESCO estimates that half of indigenous languages present today will disappear during the next century. For instance, in Bolivia according to the last data of INE in 2012[9] indigenous languages showed a decrease of 9%. The census of 2001 revealed that 40% of population said to belong to an indigenous group, but in 2012 just 31% of Bolivian people describe themselves as indigenous people. Among these languages, Aymara is considered the second major indigenous language spoken in Bolivia, but it represents less than one quarter of population (11%). The increasing internal migration to urban centers and with technology playing an ever-growing role in the homogenization of cultures are some reasons for what Aymara and other indigenous languages will continue to lose ground. The survival and development of them will require efforts such as the implementation of supportive policy, especially in the educational field and on the part of Member States. These actions are taken by Bolivia Government that encourages the learning of indigenous languages through bilingual education in order to strengthen and promote them, but these efforts are not enough because negative attitudes towards these languages must be reversed by the new generations. What is more, it is also important the teachers and parents' participation.

On one hand, teachers should not only take into account students' positive or negative attitude towards language but also consider attitude components which are very helpful in order to determine why students are motivated to learn a language. Based on the theory *integrative attitude* will lead to a better success of language learning. This kind of attitude involves desire to feel identified with another language group or join it in order to establish friendships and to learn cultural activities of that language. (Gardner, 1985) According to Pausada an integrative attitude into the language learning is focused on the communicative functions of speech. Teacher instead of focusing on grammatical structures, he or she tries to develop all skills through natural communication and learner will acquire competence in language use. (Pausada, 1991)

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[9] Instituto Nacional de Estadística (INE), Censo Nacional de Población y Vivienda del Estado Plurinacional de Bolivia, 2012.

Supporting this point, Matos establishes that "teacher's role should not be limited to language teaching and imparting knowledge; teachers should promote positive attitudes integrating into the self-language through its proper atmosphere". (Matos, 2010)

On the other hand, the danger of the imminent loss of indigenous languages should raise awareness among parents. Many children cannot function in their indigenous languages mainly because their parents ignorantly believe that their children need Spanish or even English to excel academically. This fact has been proven on students of "Mcal. Antonio José de Sucre – A" high school which even though it is located in a rural area most of them have Spanish as their mother tongue and only 20% of them speak or understand Aymara as L2. Therefore, parents should be the target of bilingual education of the government and they should be aware that the loss of their language is the loss of their original ethnic and cultural identity as well. Besides, parents should speak from birth and indeed early in life, to their children in their indigenous languages giving communities the opportunity to become bilingual for a wider communication, and it will also go a long way of indigenous languages' preservation.

Finally, this study used cross-sectional design that collects data in a specific time in order to describe and analyze the interactions of variables in a given time by individuals without manipulating the object of study, so causal conclusions cannot be drawn. Thus, for future researches will be necessary to study language attitudes, their components (cognitive, affective and behavioral) and factors that influence them applying a longitudinal design that collects data along periods of time in order to make inferences of changes and consequences by individuals. It could be a wider track to find on facts and not just using the questionnaire the accuracy of data.

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# ANNEX

## PRUEBA PILOTO

## CUESTIONARIO

*RESPONDE LAS SIGUIENTES PREGUNTAS Y ENCIERRA EN UN CÍRCULO LA OPCIÓN QUE TÚ PREFIERAS.*

Sexo: F    M                                    Curso: _____

**¿Hablas Aymara?**            SÍ              NO

1.  **Hablar Aymara ayuda en la Universidad.**

    Estoy totalmente de acuerdo          Estoy de acuerdo           Indiferente

    No estoy de acuerdo              Estoy totalmente en desacuerdo

2.  **El idioma Aymara es bueno para conseguir trabajo.**

    Estoy totalmente de acuerdo          Estoy de acuerdo           Indiferente

    No estoy de acuerdo              Estoy totalmente en desacuerdo

3.  **La gente que habla Aymara es inteligente.**

    Estoy totalmente de acuerdo          Estoy de acuerdo           Indiferente

    No estoy de acuerdo              Estoy totalmente en desacuerdo

    ¿Por qué? _____

4.  **La gente que habla Aymara se viste distinguidamente.**

    Estoy totalmente de acuerdo          Estoy de acuerdo           Indiferente

    No estoy de acuerdo              Estoy totalmente en desacuerdo

    ¿Por qué? _____

5.  **Pienso que todas las materias del colegio se deben dictar en Aymara.**

    Estoy totalmente de acuerdo          Estoy de acuerdo           Indiferente

    No estoy de acuerdo              Estoy totalmente en desacuerdo

6.  **Me siento muy orgulloso de tener ascendencia Aymara.**

    Estoy totalmente de acuerdo          Estoy de acuerdo           Indiferente

    No estoy de acuerdo              Estoy totalmente en desacuerdo

    ¿Por qué? _____

7.  **Si me dedicaran una canción me gustaría que fuera en:**

    Inglés        Francés        Aymara        Quechua        Guaraní        Español

    Otros: _____

    ¿Por qué? _____

8. **Me siento muy confortable cuando la gente y mis amigos me hablan todo el tiempo en Aymara.**

   Estoy totalmente de acuerdo        Estoy de acuerdo         Indiferente

   No estoy de acuerdo        Estoy totalmente en desacuerdo

   ¿Por qué? _____

9. **Cuando la gente habla Aymara se siente un sonido armonioso y romántico.**

   Estoy totalmente de acuerdo        Estoy de acuerdo         Indiferente

   No estoy de acuerdo        Estoy totalmente en desacuerdo

10. **Me siento feliz cuando mis amigos me dedican canciones y poesías en Aymara.**

    Estoy totalmente de acuerdo        Estoy de acuerdo         Indiferente

    No estoy de acuerdo        Estoy totalmente en desacuerdo

11. **En la próxima hora cívica de mi colegio quiero bailar:**

    Moseñada          K'usillo          Reggaetón          Cumbia          Peruanitos

    Otros: _____

    ¿Por qué? _____

12. **Cuando el Presidente Evo Morales habla en Aymara lo escucho de principio a fin.**

    Estoy totalmente de acuerdo        Estoy de acuerdo         Indiferente

    No estoy de acuerdo        Estoy totalmente en desacuerdo

    ¿Por qué? _____

13. **Todos debemos comunicarnos en Aymara.**

    Estoy totalmente de acuerdo        Estoy de acuerdo         Indiferente

    No estoy de acuerdo        Estoy totalmente en desacuerdo

    ¿Por qué?_____

14. **Si tuviera que escoger en aprender un idioma primero elijo:**

    Chino mandarin        Inglés        Francés          Aymara        Quechua

    Guaraní          Otros: _____

    ¿Por qué? _____

15. **Quiero viajar a un lugar o país donde solamente se hable:**

    Inglés          Francés          Aymara          Quechua          Guaraní

    Otros:_____

    ¿Por qué?_____

# CUESTIONARIO

## I. Datos Generales

*RESPONDE LAS SIGUIENTES PREGUNTAS Y ENCIERRA EN UN CÍRCULO LA OPCIÓN QUE TÚ PREFIERAS.*

Sexo: F    M                              Curso: _____

¿Cuál es el nivel de instrucción de tu padre?

_____

¿Cuál es el nivel de instrucción de tu madre?

_____

¿Cuál es la ocupación de tu padre?

_____

¿Cuál es la ocupación de tu madre?

_____

¿En tu casa cuentas con TV por cable?            SÍ        NO

¿En tu hogar tienes internet?                    SÍ        NO

Mis padres siempre me hablan en Aymara.

   Todo el tiempo         a veces          muy poco          nada

Mis padres me motivan a aprender Aymara.         SÍ        NO

Mis padres se comunican todo el tiempo en Aymara.

   Todo el tiempo         a veces          muy poco          nada

Mis padres creen que hablar Aymara es útil.      SÍ        NO


## II. Estudio de las Actitudes Lingüísticas
*ENCIERRA EN UN CÍRCULO LA OPCIÓN QUE TÚ PREFIERAS.*

**1. Hablar Aymara ayuda a que los jóvenes puedan estudiar en la Universidad.**

   Estoy totalmente de acuerdo        Estoy de acuerdo                Indiferente

   No estoy de acuerdo                Estoy totalmente en desacuerdo

2. **El idioma Aymara es útil para conseguir trabajo.**

Estoy totalmente de acuerdo  Estoy de acuerdo   Indiferente

No estoy de acuerdo   Estoy totalmente en desacuerdo

3. **La gente que habla Aymara es inteligente y de muy buena educación.**

Estoy totalmente de acuerdo  Estoy de acuerdo   Indiferente

No estoy de acuerdo   Estoy totalmente en desacuerdo

¿Por qué? _____

4. **La gente que habla Aymara se viste distinguidamente.**

Estoy totalmente de acuerdo  Estoy de acuerdo   Indiferente

No estoy de acuerdo   Estoy totalmente en desacuerdo

¿Por qué? _____

5. **Pienso que todas las materias del colegio se deben dictar en Aymara.**

Estoy totalmente de acuerdo  Estoy de acuerdo   Indiferente

No estoy de acuerdo   Estoy totalmente en desacuerdo

6. **Me siento muy orgulloso de tener ascendencia Aymara.**

Estoy totalmente de acuerdo  Estoy de acuerdo   Indiferente

No estoy de acuerdo   Estoy totalmente en desacuerdo

¿Por qué? _____

7. **Si me dedicaran una canción me gustaría que fuera en:**

Inglés  Francés  Aymara  Quechua  Guaraní  Español

Otros: _____

¿Por qué? _____

8. **Me siento muy cómodo cuando la gente y mis amigos me hablan todo el tiempo en Aymara.**

Estoy totalmente de acuerdo  Estoy de acuerdo   Indiferente

No estoy de acuerdo   Estoy totalmente en desacuerdo

¿Por qué? _____

9. **Cuando la gente habla Aymara se siente un sonido armonioso y romántico.**

Estoy totalmente de acuerdo          Estoy de acuerdo                Indiferente

No estoy de acuerdo          Estoy totalmente en desacuerdo


10. **Me siento feliz cuando mis amigos me dedican canciones y poesías en Aymara.**

Estoy totalmente de acuerdo          Estoy de acuerdo                Indiferente

No estoy de acuerdo          Estoy totalmente en desacuerdo


11. **En la próxima hora cívica de mi colegio quiero bailar:**

Moseñada          K'usillo          Reggaetón          Cumbia          Peruanitos

Otros: _____

¿Por qué? _____


12. **Cuando el Presidente Evo Morales da un discurso en Aymara lo escucho de principio a fin.**

Estoy totalmente de acuerdo          Estoy de acuerdo                Indiferente

No estoy de acuerdo          Estoy totalmente en desacuerdo

¿Por qué? _____


13. **Si fuera Presidente de Bolivia haría que todos los colegios, programas de tv y radio hablen en Aymara de manera obligatoria.**

Estoy totalmente de acuerdo          Estoy de acuerdo                Indiferente

No estoy de acuerdo          Estoy totalmente en desacuerdo

¿Por qué?_____


14. **Si tuviera que escoger en aprender un idioma primero elijo:**

Chino Mandarin          Inglés          Francés          Aymara          Quechua

Guaraní          Otros: _____

¿Por qué? _____

**15. Quiero viajar a un lugar o país donde solamente se hable:**

Inglés          Francés          Aymara          Quechua          Guaraní

Otros: _____

¿Por qué?_____

# CHICANI, LA PAZ



## "Mcal. ANTONIO JOSÉ DE SUCRE – A" High School

# IMPLEMENTATION OF THE QUESTIONNAIRE