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CARRERA DE LINGÜÍSTICA E IDIOMAS

THESIS

ON

LINGUISTIC ATTITUDES OF THE STUDENTS OF APPLIED LINGUISTICS TO LANGUAGES TEACHING DEPARTMENT OF "MAYOR DE SAN SIMÓN" UNIVERSITY IN COCHABAMBA CITY TOWARDS QUECHUA LANGUAGE.

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ABSTRACT

The main purpose of this research is to know the linguistic attitudes in students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city towards Quechua language and at the same time, taking into account that the age, the gender and the socioeconomic level of people are some factors that determine these attitudes, we want to analyze which one has more influence on these students' linguistic attitudes. Also, within this work, we expect to identify the attitudes in relation to linguistic ideals of the students, the attitudes in relation to linguistic stereotypes of the students, their attitudes in relation to the speakers and their attitudes in relation to the language learning.

Later, we pretend to relate the age, the gender and the socioeconomic level of the students with the linguistic attitudes manifested by them towards Quechua language. The final results of the questionnaire show a negative linguistic attitude towards Quechua language. They also determine that socioeconomic level of the students is the most significant factor in these attitudes, corroborating the hypothesis of this research.

In chapter I, we describe the problem statement, formulation of the problem, hypothesis, objectives, justification and definition of the variables within the study. Next, in chapter II, we have the theoretical framework. We talk about sociolinguistics, attitudes, linguistic attitudes, factors that influence on linguistic attitudes, techniques to determine types of attitudes, previous studies related to the investigation and, finally, we have theoretical foundation. Then, in chapter III, we explain the methodology of the investigation. We mention the type of investigation, type of design, population, sample, variables, instrument and procedure. After that, in chapter IV, we find the results of the investigation and other findings. Finally, in chapter V, we describe the conclusions not only about the objectives, but also about the hypothesis of the research.

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CHAPTER I

INTRODUCTION

In the development of the sociolinguistic discipline are frequent the references to the attitudes and other linguistic concepts. The importance of the understanding of many aspects within the community speaking, such as the linguistic variation or multilingualism, has been stressed. Since the radical and premonitory intuition of Rona (1974), whereby the linguistic study of attitudes is the most appropriate and relevant to the sociolinguistic research, many scholars have drawn attention to the importance of subjective perceptions of the speaker for the analysis of language as a social entity. However, even though the study of attitudes is one of the most promising branches of contemporary sociolinguistics, the truth is that today we are still at an early stage of their development.

This work is based mainly on knowing the linguistic attitudes of the students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city towards Quechua language and at the same time, taking into account that the gender, the age and the socioeconomic level of people are some factors that determine these attitudes, we want to analyze which one has more influence on these students' linguistic attitudes.

What is more, within this work, we expect to identify the attitudes in relation to linguistic ideals of the students, the attitudes in relation to linguistic stereotypes of the students, their attitudes in relation to the speakers and their attitudes in relation to the language learning. Finally, we pretend to relate the

age, the gender and the socioeconomic level of the students with the linguistic attitudes expressed by them towards Quechua language.

The Sociolinguistic Questionnaire used in the investigation consists of two parts: General Data and Sociolinguistic Study **(See Appendix A: Sociolinguistic Questionnaire)**. The first part contains data like:

> ➢ Gender
> ➢ Age
> ➢ Semester of study
> ➢ Place of dwelling
> ➢ Parents' level of instruction
> ➢ Parents' occupation.

The second part is subdivided in:

> ➢ Attitudes in relation to linguistic ideals
> ➢ Attitudes in relation to linguistic stereotypes
> ➢ Attitudes in relation to the speakers
> ➢ Attitudes in relation to language learning.

The questionnaire was applied to a group of first-semester students and to another one of last semester. The final results of the questionnaire show a negative linguistic attitude of the students towards Quechua language. They also determine that socioeconomic level of the students is the most significant factor in these attitudes, corroborating the hypothesis of this research.

1.1 PROBLEM STATEMENT

The contact between languages is a phenomenon that has existed since ancient times. Nowhere, can detect the existence of a single language completely isolated without contact with other languages. According to Malmberg (1971)[1], human groups established relations among themselves in various historical periods, so that this phenomenon played an important role in the evolution of languages. Therefore, we can not but agree with Weinrich (1953)[2] when he argues that the view of some scholars to consider and rule unilingualism and multilingualism as an exceptional matter has no truth whatsoever to reality. This version is sometimes mistakenly regarded as normal because the situation in some European or American countries that for centuries, were aimed at the formation of a unitary language as a symbol and instrument of their national entity.

Since 1492, with the discovery of America, Spanish became a language of imposition and reference in Latin American countries, replacing and, in many cases, eliminating the native languages in the conquered regions. Nowadays, Spanish is the official language in Spain and nineteen Latin American countries as well. Besides that, it is the mother tongue in regions of the USA and countries of the five continents being the third most spoken language worldwide. However, there are still many other native languages that express the identity of the people

Even though Spanish is considered the official language in Bolivia, there are many native languages that coexist with this language. According to INE 2001, Spanish language is spoken by 87.4% of Bolivian people. However, there are more than thirty different native languages or mother tongues as well[3]. Among them, Quechua language dominates by the number of speakers, then Aymara, then Guaraní and, finally, other languages with small number of speakers and they are located to the north of the country. Quechua speakers are settled in the departments of Cochabamba, Sucre, Potosi and Oruro; Aymara speakers are located in the departments of La Paz and part of Oruro.

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[1] Malmberg, Bertil. *La lengua y el Hombre. Introducción a los problemas generales de la Lingüística.* Madrid. 1971.

[2] Weinreich, Uriel. *Languages in contact. Findings and Problems.* Nueva York. 1953.

[3] Instituto Nacional de Estadísticas (INE), Bolivia 2001.

Then, Guaraní speakers are located in the departments of Tarija, Sucre, Santa Cruz, on the border with the republics of Brazil and Paraguay.

Nowadays, Cochabamba has a metropolitan population of more than 800,000 people. It is located in the central part of Bolivia and it is the third largest city in Bolivia. The name derives from a compound of the Quechua words "*qhocha*" (Swamp) and "*Pampa*" (plain). Residents of the city and surrounding areas are commonly referred to as "Cochabambinos." Cochabamba is known throughout South America as the "City of Eternal Spring" and "The Garden City" due to its warm temperatures year round and abundant well kept parks. The most widely spoken languages in Cochabamba city are Spanish and Quechua[4] languages.

Within this scenery of multilingualism and language contact many phenomena arise. One of them has to do with the valuation of the different languages. As rightly said Bernard Barber, "Man is a valuer animal". At each moment of our lives we make value judgments about people, objects, feelings, etc., and being the language, one of the objects, we live with every day can not get to be exempt from being judged. Since there is a wide variety of languages, sociolects, hybrid languages, Creole languages, etc., speakers do not remain neutral. Therefore, it is no wonder that people have different ideological considerations about languages[5].

From this point of view, society in general thinks, on one hand, there are languages that are cultured, scientific, etc.; on the other hand, we have languages that are inferior, without grammar, primitive, and so on[6]. However, these attitudes of acceptance or rejection are not purely linguistic basis. Distinction between A languages (with prestige or in Albó's terminology, oppressive languages) and B languages (oppressed languages) is unrelated to the science of language[7]. Acceptance or rejection of a language is determined

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[4] www.bolivia.com/cochabamba/
[5] Ninyoles, Rafael. *Idioma y Poder Social.* Tecnos. Madrid. 1972.
[6] Plaza, Pedro. *Hacia una interpretación de las valoraciones hacia las lenguas nativas y el castellano. Reunión anual de etnología.* La Paz. 1987
[7] Albó, Xavier. *El Futuro de los Idiomas Oprimido*s. La Paz. CIPCA.

by linguistic attitudes expressed by the speakers that have to do with social factors like age, gender, socioeconomic level, etc.

The linguistic situation of Cochabamba makes us wonder about the linguistic attitudes towards Quechua language in a very important group of the society, "University students", since it is through language that they live, work, relate, etc.; in other words, they interact in society. We can also say that if, on one hand, individuals achieve this integration through a language, it is this language which differs them from the other groups; in other words, it individualizes them. Finally, we can not forget that the social, cultural and economic reality of any group is reflected in the linguistic field.

1.2 FORMULATION OF THE PROBLEM

We formulate the following question:

- ❖ What are the linguistic attitudes of the students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city towards Quechua language? And, taking into account that the gender, the age and the socioeconomic level of people are some factors that determine these attitudes, which one has more influence on these students' linguistic attitudes?

1.3 HYPOTHESIS

The hypothesis of our investigation is:

- ❖ The linguistic attitudes of the students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city are negative in relation to Quechua language and the socioeconomic level has more influence than the age or the gender of the students on the linguistic attitudes expressed by them towards this language.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

The general objective of this investigation is:

❖ To know the linguistic attitudes of the students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city towards Quechua language and, at the same time, taking into account that the gender, the age and the socioeconomic level of people are some factors that determine these attitudes, to analyze which one has more influence on these students' linguistic attitudes.

1.4.2 SPECIFIC OBJECTIVES

The specific objectives of this work are:

❖ To identify the attitudes in relation to linguistic ideals of the students.

❖ To identify the attitudes in relation to linguistic stereotypes of the students.

❖ To identify the attitudes of the students in relation to Quechua speakers.

❖ To identify the attitudes of the students in relation to Quechua language learning.

❖ To relate the students' gender to the linguistic attitudes manifested by them towards Quechua language.

❖ To relate the students' age to the linguistic attitudes manifested by them towards Quechua language.

❖ To relate the students' socioeconomic level to the linguistic attitudes manifested by them towards Quechua language.

1.5 JUSTIFICATION

Recognition of ethnic, cultural and linguistic diversity in rural areas of many countries must now move toward urban context. It necessitates several actions, starting from the simple recognition of diversity, through census data, to the treatment of indigenous languages in urban spaces and education through language planning. This context also includes, as always, intercultural conflicts between people from the city and indigenous migrants that challenge the historical racial and cultural discrimination.

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Now, as in all countries, social and economic processes produce an increasing internal migration and the expulsion of rural inhabitants towards urban settlements. Now; talking about Cochabamba - Bolivia, if we review the three censuses that this city has had in the last 29 years: 1976, 1992 and 2001, we will find significant changes in relation to native languages spoken there. If we take into account Quechua and Aymara; according to the 2001 census, more than half (52%) of the city's population speaks an indigenous language. The bilingual feature of the department has remained constant during the last three decades, resisting the trend towards Spanish monolingualism and the diminution of monolingualism in native languages[8].

This contact among languages, culture and people may lead us to a clear adoption; although sometimes unconscious, of feelings and attitudes of acceptance or rejection towards the different languages and its speakers. As human beings, we value people, feelings, objects, etc. The linguistic attitudes that we have towards any language is decisive for its destiny and there are many social factors that have a big influence on these linguistic attitudes. Thus, through out this study we will try to demonstrate that the problem of linguistic attitudes is a product of social factors.

The close relationship between language and society can not be ignored. In the organization of society there are changes at all levels of social interaction. For linguistics, these changes are reflected in phenomena such as bilingualism, linguistic attitudes, diglossia, language shift, and so on. These phenomena

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[8] Instituto Nacional de Estadísticas (INE), Bolivia 2001.

reflect what is happening within society. Therefore, the problem is not only a linguistic fact. Ninyoles says these problems can not be solved if one does not take into account the socio-demographic dynamic[9]. This means that the linguistic problem can only be addressed and resolved if we face the economic, social, political and educational problems that occur within our society.

This is precisely the point of view we adopt for this work, taking into account the linguistic behavior as a dependent variable of a broader social context. We stress this fact because many sociolinguistic descriptions have been concerned with the description of items, reducing real problems for a data set, losing sight of the establishment of linkages and correlations between these details and root causes. This is precisely what we want to avoid. We believe it would be useless to describe percentages of the types of linguistic attitudes found towards Quechua language if they are not related to the causes and principles that create them.

The main objective of this work is to know the linguistic attitudes in students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city towards Quechua language. This University is the only one that has the department of the Applied Linguistics to Languages Teaching. During the first and second year of study students have foreign languages (English and French) as part of the curriculum, but from the third to the last year of study they must also take Quechua classes since it is part of the curriculum. These students have the concern and desire to learn everything related to languages in general. Later, when they finish their studies, they have a more structured approach of the incidence of certain languages within the society.

Our aim through this work is to contribute to the development of sociolinguistics in

Bolivia, through the investigation of a specific aspect of the interaction between

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[9] Ninyoles, Rafael Luis. *Estructura Social y Política Lingüística.* Fernando Torres Editor. Valencia.

language and society: linguistic attitudes. Finally, we are sure that this work will be very helpful in future investigations about language in general.

1.6 CONCEPTUAL DEFINITION OF THE VARIABLES

- **GENDER:** It makes a difference between "female" identity from "male" identity and all the features that lead: behavior, attitude, social considerations, physical, and so on[10].

- **AGE:** We refer to the time elapsed since the birth of an individual. One person, depending on their age, can be a baby, child, pubescent, adolescent, young adult, being at midlife or old age[11].

- **SOCIOECONOMIC LEVEL:** We can say that this is a measure of relative economic and social position of a person / household. To achieve the stratification of this variable is considered the level of instruction, profession and place of residence. Finally, there are four social classes: [high], [upper-middle], [lower- middle] and [low][12].

- **LINGUISTIC ATTITUDES** They refer to beliefs, emotions, stereotypes, ideals or expectations that every individual has regarding to a particular language or language variety and its speakers[13].

1.7 OPERATIONAL DEFINITION OF THE VARIABLES

Chart No. 1.1: Operational Definition of the Independent Variables

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[10] Septiembre, 2009, de http://es.wikipedia.org

[11] http://es.wikipedia.org

[12] Septiembre, 2009, de http://www.equiposmori.com

[13] Definición propuesta por la autora de esta tesis que se adecúe a los propósitos del presente trabajo.

VARIABLE	INDICATOR	VALUES
Age	¿What semester are you in? 1st semester 10th semester	19 – 22 years 25 – 28 years
Gender	Sex	Male / Female
Socioeconomic level	Where do you live? What is your father's level of instruction? What is your mother's level of instruction? What is your father's occupation? What is your mother's occupation?	Low Lower-middle Upper-middle High

Chart No. 1.2: Operational Definition of the Dependent Variable

VARIABLE	DIMENSION	INDICATORS	ITEMS

| Linguistic attitudes towards Quechua language | Emotional or Sentimental | • Linguistic ideals | - Si una persona de Cochabamba representa a Bolivia en un foro internacional ésta debería hablar Quechua.
- Se ha decidido utilizar un solo idioma para la radio, el cine y la televisión. Ese idioma debería ser el quechua.
- El presidente de la república debería dirigir sus discursos en Quechua

- El quechua debería ser la

lengua materna de nuestros hijos.
- Los conductores de televisión deberían hablar Quechua.
- Cuando llamas al 104 el operador; aparte de hablar en castellano, debería hablar también en Quechua.
- Aprender Quechua debería ser obligatorio en la universidad.
- Todos los Cochabambinos deberían hablar Quechua. |
| | Perceptual or cognitive | • Linguistic stereotypes | - El quechua es un idioma de poca tradición cultural.
- El idioma quechua es rico en vocabulario.
- El quechua es un idioma poético.

- El quechua es un idioma prestigioso en Cochabamba.
- El quechua es muy poco utilizado en los medios de comunicación en general.
- El quechua es un idioma comercial. |

			- El quechua es un idioma muy enredado.
	Connative or Behavioral	• Attitudes in relation to the speakers	- En general, los hablantes del Quechua tienen buen gusto. - Las personas que hablan Quechua son informales. - Las personas que hablan Quechua se visten de modo ridículo. - Las personas que hablan Quechua son poco trabajadoras. - Es difícil hacer amistad con las personas que hablan Quechua. - Las personas que hablan Quechua son intolerantes con los extranjeros. - Los hablantes del Quechua se muestran abiertos con los extranjeros. - Las personas que hablan Quechua son problemáticas.
		• Attitudes in relation to language learning	- Aprender el idioma Quechua es útil. - El Quechua es un idioma difícil de aprender. - Prefiero aprender una lengua extranjera que aprender Quechua. - El idioma Quechua tiene sonidos imposibles de pronunciar por un extranjero. - Para abrirse las puertas en el campo laboral, es más importante saber otros idiomas en lugar del Quechua. - Me gustaría hablar

			fluidamente el Quechua.
			- Saber hablar Quechua amplía la cultura personal.
			- Saber hablar Quechua mejora tu nivel de vida.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 SOCIOLINGUISTICS

2.1.1 Definition of sociolinguistics

Sociolinguistics is a field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live. It is a field of study that assumes that human society is made up of many related patterns and behaviors, some of which are linguistics[14].

This science establishes co-relations among the different linguistic uses and attitudes, and the distribution of the society members in levels and groups[15]. The sociolinguistic approach considers language as an important element of social differentiation. The modifications that sociolinguistics suggests are: languages are not the same, it is not enough to study the structure alone, language is not homogeneous and there is a close relation between language and society.

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[14] Spolsky, Bernard. *Sociolinguistics.* 1981.
[15] Fontanillo, Enrique. *Diccionario de Lingüística*. Ed. 1ra. Madrid. 1986.

Therefore, sociolinguistics will explain the relationship between language and society and this is going to show and prove us that language is inseparable of its social context. Language identifies the speaker with his social group and can be "one of the most effective and less funny ways of social discrimination"[16]. Sociolinguistics has to do with problems like: bilingualism, diglossia, languages contact, attitudes and linguistic beliefs, etc. Thus, the main point in this investigation is the linguistic attitudes of the speakers which determine the destiny of the languages.

2.1.2 Levels of Sociolinguistic Analysis

Francisco Moreno Fernandez offers a good distinction between the different levels we can find when talking about the sociolinguistic analysis. So, they are three:

a) ***Macro sociological level*** *or sociological level*: It is responsible for the sociological study of languages, therefore, is the level which is located in the sociology of language and all that it entails. At this level we find situations of bilingualism, multilingualism, language planning and language policy, language attitudes, the influence of economics, gender and age in the language; in other words, how affect certain social phenomena on the language. So is the level at which houses the sociology of language[17].

b) ***Micro sociological level*** or ethnographic level. It includes ethnographic study of the languages that are spoken in communities and social groups[18]. Francisco Moreno Fernández assures it is necessary to add a third level to complete the entire sociolinguistic analysis. This level would be:

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[16] Escobar, Alberto. *Lenguaje y Discriminación en América Latina*. Editorial Milla Bartres. Lima. 1972.

[17] Moreno Fernández, Francisco. *Principios de Sociolingüística y Sociología del Lenguaje.* Ed. Ariel. Barcelona. 1998.

[18] Moreno Fernández. 1998.

c) *Linguistic level* or strict sociolinguistic: It would consider the variation in their social context.[19]

2.1.3 Sociology of Language

The sociology of language is defined as the interaction between language and social organization of linguistic behavior. This discipline has as its main exponent to Joshua Fishman.

The object of study in the sociology of language also refers to linguistic attitudes and explicit behavior toward language and its users. Language for Fishman is not only a means of communication or a means of conveying deep and surface content. Language is a reference for loyalties and friendly, an indicator of social rank and personal relationships as well as a great stage impregnated of interaction values that typify the entire linguistic community[20]. Another interest of this discipline is to determine the symbolic value that linguistic varieties have to its speakers. The symbolic value is a consequence of the different roles played by the varieties within society.

Fishman distinguishes two types of problems within the sociology of language: macro problems and micro problems. The first ones are those that are related to linguistic diversity and how this is reflected in the society, i.e., it has to do with multilingualism, diglossia, language attitudes and social acquisition of language. The micro problems deal with linguistic interaction within small social groups, for example, how it organizes the conversation or how the courtesy works.

Finally, Fishman proposes four models of social beliefs and attitudes towards language: standardization, autonomy, historicity and vitality. Regarding

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[19] Moreno Fernández. 1998.

[20] Fishman, Joshua. *Sociology of Language.* Ed. Cátedra. Madrid. 1979

the last three points ensures that the more numerous and important are native speakers of a particular variety, the greater the vitality, autonomy and historicity of their language. On the contrary, the less numerous and lower the social class of speakers of one variety, the more they can react against it.[21]

2.1.4 Language and Culture

The intrinsic relationship of language and culture is widely recognized, and the ways in which the patterning of communicative behavior and that of other cultural systems interrelate are of interest both to the development of general theories of communication and to the description and analysis of communication within specific speech communities. Although there is some controversy regarding the extend to which language shapes and controls the thinking of its speakers or merely reflects their world view, there is little doubt that there is a correlation between at least the vocabulary of a language and the beliefs, values and needs present in the culture of its native speakers.

The vocabulary and grammar of a language provides an interesting reflection of the culture of people who speak it, since it is a catalog of things of import to a society, an index of the way speakers categorize experience, and often a record of past contacts and cultural borrowings.

2.1.5 Multilingualism

Bilingualism and multilingualism are the most obvious and salient cases of variation to observe whether in an individual speaker or in a social group. With stylistic or dialectal variation, identifying each variety is harder and open to dispute, but with distinctly recognized languages, there is generally agreement on the varieties and their names. We can study how two or more languages intertwine and separate without first being forced, as we are when we talk about

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[21] Fishman. 1979.

stylistic variations within a single language, to establish the criteria for difference. It is both the salience and the commonness of multilingualism that has led to its being so well studied.

Migration from the countryside or from small towns to the large metropolitan cities that have grown everywhere in the twentieth century is another major cause of multilingual communities. This movement to the cities is creating huge megalopolises, conurbations with populations in the millions, attracting complex patterns of multilingualism, and producing major problems for social, economic, and political development[22].

2.1.6 Languages in Contact or in Conflict

As language communities come into contact with a multilingual world, it is perceived the need for bilingualism, translation and lingua franca. The contact or proximity, the necessity and coexistence also lead to borrowings and interpenetration between languages. Therefore, language contact situations can lead to language conflict situations. In these cases, due mostly to extra-linguistic factors the relationship between languages is uneven. This situation generates advantageous and disadvantageous positions for different languages. Thus, some languages (the least) in an expansion process, however other (the most) should begin to worry about not enter a process of extinction.

In situations of language contact many things can make a human group leave their language and adopt another language. This occurs frequently in regions of influence of major languages like English, Spanish, French displacing minor languages, thus contributing to their gradual extinction. In these cases, rather than speaking of languages in contact, it is appropriate to talk about languages in conflict since the presence and the predominance of one language is the direct expense of another or other languages[23].

2.1.7 Linguistic Prestige

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[22] Spolsky, Bernard. *Sociolinguistics.* 1981.
[23] Revista Lengua Nº 9. *El rol de las lenguas bolivianas ante el desafío del siglo XXI: ¿normalización o decadencia?*

The status and prestige of a language refer to the conscious and unconscious attribute that is assigned to a language or language variety. These concepts are particularly important in linguistic contact situations where the minority language is stigmatized by the language of power; hence the prestige given to a language likely to facilitate the maintenance or accelerate their loss. As you can imagine, the minority language speakers are the ones who are more ready to replace their own language with a more prestigious language. Since attitudes you have towards a language and its speakers are the result of long processes of domination and power imbalances, it is very difficult for the subordinate languages (minority languages) to bee seen as prestigious.

However, there are certain situations that can promote a positive attitude towards languages. For example, in cases where institutional endorsement increases, such as bilingual education programs, it is possible that the minority language acquires a certain prestige[24].

2.1.8 Language and Ethnic Identity

Why does multilingualism and language contact entail so much emotional reaction? The answer lies not in the practical communicative realm, but in the symbolic function of languages and varieties. One of the most common ways of identifying a person is by his or her language. Because language is inherently involved in socialization, the social group whose language you speak is an important identity group for you. There are other markers of ethnic identity, such as food or clothing or religion. But language has a special role, in part because it organizes thought and in part because it establishes social relations.

Multilingual societies inevitably face conflict over language choice. Some aspects of concern for language choice can be explained practically, politically, or economically. The speakers of a language are in a stronger position when their language is used for national or international communication, or for

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[24] Haboud, Marleen. *Quichua y Castellano de los Andes.* Ed. Abya Yala. Ecuador. 1998.

government, or for trade and commerce, or for education. But the role of language in establishing social identity adds an additional, nonmaterial dimension to the conflict[25].

2.1.9 High languages vs. Low languages

For a language to be considered *high* within a society is necessary the presence of another one considered *low*[26]. The position of the group that has a determine language has to do with both valuations. In the sociology of the language is frequently to divide the study of the society into a dominant group or class and a dominated group or class; or into the oppressive and oppressed group or class[27]. Hence, we will consider the dominant language as the *High* language and the dominated one as the *Low* language.

Now, when these groups have to share the same social structure, some of them get prestige and the other ones get rejection. High language is the education, official, science and technology language. On the other hand, Low language is considered as the language used only for domestic issues. This is why the oppressed groups lose currency or they dog not develop.

2.1.10 Linguistic Substitution

The dominant classes in society have the means to impose his ideas, his manner of speech, language, etc. With regard to languages, "linguistic habits become uniform and local dialects or languages tend to disappear"[28]. This phenomenon occurs because in a short or long term, the linguistic group B members must choose between their own language and language A. And, as inside the society is valued more positively the latter, because its speakers are

[25] Spolsky, Bernard. *Sociolinguistics.*
[26] Ninyoles, Rafael. *Idioma y Poder Social.* Editorial Tecno. Madrid. 1972.
[27] Albó, Xavier. *El Futuro de los Idiomas Oprimidos.* CIPCA. La Paz- Bolivia. 1977.
[28] Peña Cazas, Waldo. *Lenguaje y Libertad y otros ensayos.* Ed. Universitaria. Cochabamba. 1979.

more recognized, the B language users tend to acquire the language shift in order to acquire greater value to them[29].

2.1.11 Linguistic Assessment of "A" Languages Speakers towards "b" Languages and Their Speakers.

In the field of linguistic assessment it is states that some languages are used to one thing and other languages for other different ones. linguistic bias adopted by speakers of A languages appear on the assumption that the language B is only suitable for basic everyday uses while it is inconvenient to use the domain of technology, science or public life altogether[30].

Later, such generalizations are given not only at language level but also means that oppressed language speakers serve only for certain types of functions such as that of domestic workers, traders, shippers, etc., discarding their performance in tasks of involving control or decision.

2.1.12 Linguistic Assessment of "B" Languages Speakers towards their own Language.

Many authors agree in saying that the future of a language depends on the will of its speakers. Therefore, if we constantly hear that "A" language is superior to "B" language; just as its speakers are, we end up accepting that proposition as a fact. This is what happens within groups called oppressed. There is a conflict in their value system. On the one hand, the ruling class with their culture and language; on the other, their own culture dominated connoted

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[29] Ninyoles, Rafael Luis. *Estructura Socialy Política Lingüística.* Ed. Fernando Torres. Valencia. 1975.
[30] Ninyoles, Rafael Luis. *Estructura Socialy Política Lingüística.* Ed. Fernando Torres. Valencia. 1975.

as inferior, creating in them the imperative of accommodating into the dominant society to survive in it[31].

This attitude is reflected in the acceptance of everything that comes from the dominant culture and the rejection of their own culture, including language. Consequently, the share of people speaking the B language decreases both for the influence of factors dominated by the dominant group; for example, the school which does not encourage the learning of B languages, as for the influence of the parents of the B language speakers who want a better future for their children.

2.2 ATTITUDES

2.2.1 Definition of Attitudes

For every situation that we face with every day, we develop certain type of behavior which is related to our opinion, belief, feelings, etc., towards any object, situation or person. There are many definitions of attitudes; some authors define them as mental layouts to be in favor or against something[32]. Attitudes tend to preserve and stabilize each person's world. However, it does not mean it can not change. The external changes have a big influence on the speakers. This is why attitudes change in periods of social, scientific, technologic, economical and political transformations[33].

We can also take into account one of the attitude criteria that propose Sherif and Sherif which assures that attitudes are not innate because it depends on the learning process; and this learning process is related to the influence of

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[31] Estudio Rivera. *Social Soundness Analysis*. USAID- Bolivia. La Paz. 1980
[32] Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.
[33] Krech, David. *Psicología Social*. Madrid. 1972.

the social environment around any human being[34]. Therefore, we can say that an attitude implies believes, feelings, and reaction tendencies that any person has in relation to determine people, situations or objects. In like manner, we consider that those believes, feelings and reaction tendencies are innate since they are acquired and developed through the contact between the person and the social context around him, and; therefore, they can vary due to the changes that may affect to the context at all.

2.2.2 Positive and Negative Attitudes

When we talk about an attitude, we refer to a feeling in favor or against of an object. Thus, there are two types of attitudes: positive attitudes and negative attitudes.

Positive attitudes refer to opinions, feelings, beliefs, etc., which are in favor of a specific person, object, or situation. On the other hand, negative attitudes refer to hostile reactions towards a specific object, situation or person. Among negative attitudes we have the stereotype and the prejudice[35].

We know that there is a neutral attitude where a person prefers not adopt a position in favor nor against of an object. It could be because that person does not know anything about the object.

2.3 BASES OF INFERENCE OF ATTITUDES

As we already know, this investigation pretends to describe the attitudes towards a language, but an attitude can not be determined directly. It has to be inferred from the behavior of a person that will show and reveal us his feelings, opinion, believes, etc.[36]

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[34] Sherif and Sherif. En Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.

[35] Tusón, Jesús. *Una Introducción al Estudio del Lenguaje*. Ed. Barcanova. Barcelona. 1984

[36] Cook y Selltiz. Citados en Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.

There are five procedures to infer attitudes proposed by Cook and Selltiz[37]: Physiological Reactions, Reaction to Partially Structured Stimuli, Execution of Objective Tasks, Observation of the Manifiesta Behavior and Information about Oneself[38]. We are going to describe the most important features of each one.

2.3.1 Physiological Reactions

These reactions are not subject to conscious control. Physiological reactions are supposed to be related to the level of feeling intensity. This technique has to do with unconscious answers such as muscle contraction, salivation, blinking, etc., conditioned by the verbal stimulus and related to the degree of intensity of feeling. The problem with such measures is that while physiological reactions reflect a degree of intensity of emotion, they do not indicate whether it is pleasant or not [39].

2.3.2 Reaction to Partially Structured Stimuli

In this type of technique the informer describes any kind of behavior, person, situation, etc., so that the perceptions of the informer about the object arise through out the information necessity. It assumes that the subject, not having the necessary information, drawn from his own experience the elements needed to describe and then the answer expressed directly indicates the type of attitude of the subject. [40].

2.3.3 Execution of Objective Tasks

This inference procedure presents to the subject specific tasks to perform. It is based on information tests. Realization of such tests can be influenced by the attitude. The informer has to memorize certain material

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[37] Cook y Selltiz. 1978.

[38] Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.

[39] Summers.1978.

[40] Cook y Selltiz. Citados en Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.

and it is supposed to be memorized faster if the material agrees with the type of attitude that the informer has[41].

2.3.4 Observation of the Manifiesta Behavior

This technique assures that there is a relation between the attitude and the type of behavior of a person. The informers play a role according to specific conditions. They are asked to select among a group of people and this group has people of the group that is been studied. Through this technique it is possible to reduce the risk that individuals distort their responses with the intention to present a picture of them, but may be susceptible to outside influences like to place a member of a group in a given situation, not influenced by their own attitude but by the role the member plays in society [42].

2.3.5 Information about Oneself

It is based on the auto-report of the informer about his believes, feelings, etc. Until now, it has been the most useful technique since the best way to know what a person think is asking him. It assures that the attitude of a person towards an object depends on the feelings and believes that he has in relation to the object. Now, it could be that the informer may control his answers if he wants to reflect certain image. However, we can tell him that there are not right or wrong answers or that they do not have to write down their names, etc., so that they can answer with total freedom and honesty the questions[43].

After having reviewed all the techniques to infer attitudes, we decided to work with the "Information about Oneself" because we consider this is the best way to collect information of our sample. However, we will be careful with the questions in order not to confuse our informers and that they can cooperate honestly with his investigation.

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[41] Cook y Selltiz. 1978.

[42] Cook y Selltiz. 1978.

[43] Cook y Selltiz. Citados en Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.

2.4 TECHNIQUES TO DETERMINE TYPES OF ATTITUDES

Among the techniques used to identify and recognize attitudes are: Apparently equal interval scales, Scales of combined estimates and Hierarchical scales. Scales of attitudes is one of the most widely used methods to measure attitudes. It is a series of phrases or items to which the subject gives his agreement or disagreement.

2.4.1 Apparently Equal Interval Scales

This scale is presented as a series of proposals submitted to the approval of the subjects; they must indicate whether or not coincide with the proposals. The choices to be marked are arranged so that the first indicating the more favorable attitude and the last the worst, performing in a middle ground that would indicate indifference or neutrality. Ranges from one to another position in the scale (strongly agree, agree, etc.) are apparently equal, hence the name of this scale.

To build the scale is necessary to use a group of people acting as judges. They assign scalar values to each item on the questionnaire. The need for judges is one of the problems in this scale, since the attitudes of judges can influence their judgments[44].

2.4.2 Scales of Combined Estimates

This was proposed by Likert. This scale does not require the intervention of judges, but that the propositions are applied directly to the subjects. Each point of the scale (agree, disagree, etc.) is assigned a number, and then add the score of total responses for each subject. At the end, those with higher scores supposedly have more favorable attitudes and those with low scores have unfavorable attitudes. However, scores ranging between the minimum and maximum are difficult to interpret because the score corresponding to neutral is unknown[45].

2.4.3 Hierarchical Scales

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[44] Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.
[45] Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.

Louis Guttman created the scalogram scale. This new technique of attitude scales referred to hierarchical scale responses of the subjects. In the same way is based on propositions to which participants respond, but differs from previous ones in that it meets in the same "continuum"[46] as the responses as the subjects. In the end, the total sum of responses points defines the attitude of the subjects[47].

After having carefully examined each of the methods discussed we believe that the most suitable for our research is the one proposed by Likert (Scales of Combined Estimates), the other ones require a considerable knowledge of social and general psychology. However, the development of the Likert scale is not very difficult and we have the facility of asking more expert researchers who have previously worked with this instrument.

2.5 LINGUISTIC ATTITUDES

Language is taken as reference for the linguistic attitudes[48]; therefore, they are an essential part of sociolinguistics. Now, based on all what we said about attitudes we will propose a definition of linguistic attitudes that are appropriate to the purposes and interests of our work.

Thus, we can say that linguistic attitudes refer to beliefs, emotions, stereotypes, ideals or expectations that every individual possesses in relation to a particular language or language variety and its speakers[49].

2.5.1 Components of Linguistic Attitudes

Linguistic attitudes have three components:

[46] García, F. *El Análisis de la Realidad Social*. Editorial Alianza. Madrid. 1986.
[47] Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.
[48] Moreno Fernández, Francisco, *Principios de sociolingüística y sociología del lenguaje*, Barcelona, 1998
[49] Definición propuesta por la autora de esta tesis que se adecúe a los propósitos del presente trabajo

2.5.1.1 Perceptual or cognitive

It has to do with beliefs, values and stereotypes that express an individual to a particular language or linguistic variety. For instance, some people may think that Arabic language is primitive and has an unpleasant phonetic[50].

2.5.1.2 Emotional or Sentimental

It is related to feelings or emotions in relation to the linguistic forms in question. For example, people that we referred to earlier express displeasure when they hear talk that language[51].

2.5.1.3 Connative or Behavioral

It refers to reactions and actions in the presence and the social use of language or a specific linguistic variety. For instance, those same people refuse to establish any kind of dialogue with people who have the slightest Arabic accent[52].

For his part, Baker; in his book "Attitudes and Language", argues that the emphasis on language is often measured by a scale of attitudes toward it. He also comments that most of the measuring attitude strength in one dimension, resulting in a single score on a general scale constructed with reagents that are not grouped to measure different types of attitudes. If you use several subscales gives a multidimensional; for instance, it can be considered the attitude towards a language, attitude towards the speaker, attitude towards the functional and instrumental use of the language, etc.[53]. That is why the scale in this study was designed with four subscales:

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[50] Moreno Fernández, Francisco, *Principios de sociolingüística y sociología del lenguaje*, Barcelona, 1998
[51] Moreno Fernández. 1998.
[52] Moreno Fernández. 1998.
[53] Baker, C. *Attitudes and Language.* Clevedon: Multilingual Matters.1992.

✓ ***Attitudes in relation to linguistic ideals[54]:*** Every one has a longing or desire about things related to our lives. For instance, sometimes we think of some languages we would like our children to have as their mother tongue. Therefore, linguistic ideals have to do with wishes and aspirations in relation to the languages.

✓ ***Attitudes in relation to linguistic stereotypes[55]:*** The stereotypes refers to what people say, images that are spread over many media or are used as a way to justify a determine behavior[56]. The languages in general are related to a group of stereotyped ideas that has to do more with social and economic facts than with linguistic facts[57].

✓ ***Attitudes in relation to the speakers[58]:*** In the same way we think in terms of linguistic superiority of one language over another, this situation is also transmitted to the speakers. When someone reacts to the language, also reacts to its speaker.

✓ ***Attitudes in relation to language learning[59]:*** If a student likes any other language, probably he will show a positive attitude towards that language learning. On the contrary, if he has a negative attitude towards a language, this attitude will be reflected in his lack of interest in learning that language[60].

2.6 FACTORS THAT INFLUENCE ON LINGUISTIC ATTITUDES

2.6.1 Linguistic Attitudes and Age

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[54] Álvarez, Alexandra. *Actitudes lingüísticas en Mérida y Maracaibo.* Universidad de los Andes, Mérida. 2001

[55] Huguet, Ángel. *Las actitudes lingüísticas en Aragón.* Universidad de Lleida. España. 2001

[56] Elliot, Aronson. *The social animal.* The University of Texas at Austin W.H... Freeman and Company. San Francisco. 1972.

[57] Ninyoles, Rafaell. *Idioma y Poder Social.* Editoriales Tecnos. Madrid. 1972.

[58] Álvarez. 2001

[59] Álvarez. 2001

[60] López, Luís Enrique. *Attitudes, motivation and attainment.* Trabajo del curso de maestría en la universidad de Lancaster. 1989.

When we talk about age we refer to the time elapsed since the birth of an individual. One person, depending on their age, can be a baby, child, pubescent, adolescent, young adult, being at midlife or old age[61]. Attitudinal differences toward language or any variation of it reveal some significant correlations with social variables, including the age. The Chilean Silva-Corvalán (1989)[62], for example, has observed the distribution of verbal forms in conditional sentences in a rural Spanish-speaking community (Covarrubias), which clearly draws a sociolinguistic profile is dominated by the young and not only perform the most common dialects but also show more positive attitudes towards them. The author speculates about social change that occurred in Spain since the late'70s and on tourism as the main causes of this particular sense of community youth, which even leads them to judge negatively those who do not participate in the same rules. Later, Keller (1974)[63] has drawn attention to the fact that the change in favour of *tú* against *usted*, which has been occurring gradually for decades in various Spanish-speaking community, in adolescent groups mainly.

However, these findings are not definitive and do not contradict studies that have failed the previous pattern. Thus, in some communities, youth groups speaking out about other people assure they have preference for those languages associated with a mark of prestige.

2.6.2 Linguistic Attitudes and Gender

Gender makes a difference between "female" identity from "male" identity and all the features that lead: behavior, attitude, social considerations, physical, and so on[64]. Now, it has been suggested several times that women tend to

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[61] Septiembre, 2009, de http://es.wikipedia.org
[62] Silva-Corvalán, C. 1989. *Sociolingüística: teoría y análisis.* Madrid: Alambra.

[63]Keller, G. 1974. "La norma de solidaridad y la de poder en los pronombres de tratamiento: Un bosquejo diacrónico y una investigación del español de Nueva York". *Bilingual Review / revista bilingüe.*

[64] Septiembre, 2009, de http://es.wikipedia.org

overestimate their speech when compared with their performance linguistic attitudes towards maintaining variation, unlike men, who tend to express a more negative expressive mode[65]. It also argues that, in general, women tend to express more than a predilection for men standard variants. The truth is that in Hispanic sociolinguistics studies have failed to confirm these assertions.

Furthermore, also in the field of language attitudes has been observed that sexual differentiation reflects a trend in society to the institutionalization of a "double standard". In the words of Silva-Corvalán: "[is] acceptable or appropriate for men who break the rules and behave so rude, aggressive and even more vulgar ... [on the contrary, the behavior of women] is expected to be more courteous, more indecisive and submissive, and more accurate set of rules imposed by society. " Men generally believe that the speech of women is better, while women think that men's speech is rude and incorrect. In the same way, Rissel (1981)[66] has cautioned that phonics differences between men and women identified in the literature ultimately respond to cultural attitudes toward masculinity and femininity or, in other words, to what is considered appropriate or inappropriate for the speech of each gender.

2.6.3 Linguistic Attitudes and Socioeconomic Level

When we talk about socioeconomic level we can say that this is a measure of relative economic and social position of a person / household[67]. Now, sociolinguists not only do not agree on the determinants of socioeconomic level, but neither in the number of social classes[68]. However, according to

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[65] Labov, W. 1966. *The social stratification of English in New York City.* Washington, D.C.: Center of Applied Linguistics.

[66] Rissel, D. 1981. "Diferencias entre el habla femenina y la masculina en español". *Thesavrvs.*

[67] http://www. equiposmori.com.

[68] García López, Ángel. *Lingüística General y Aplicada.*Ed. D'aquesta. Universidad de Valencia. 1994.

Kubarth in order to achieve the stratification of socioeconomic level of a person, it has to be considered three aspects: the level of instruction, profession and place of residence[69]. Finally, according to Gómez Molina[70] and Moreno Fernández[71] there are four social classes: [high], [upper- middle], [lower-middle] and [low].

Next, at the same time that language can be an important aspect in the identification of the human groups, it also can be a way of establishing social differences within the community. Social differences like the socioeconomic level. Speakers from different groups tend to use the language that has more prestige because it is used by members of the dominant class. Linguistically, the way of talking of a person with prestige is like the symbol of a life style or status that we accept as an ideal so there are languages that have more or less value within the society[72].

However, this difference among languages according to the social variation is a problem that comes from many years ago before the arrival of the Spaniards and this is why we assure that there is a close relation between language and society. Among languages there is a hierarchy determined by the economic power of their speakers. Is in this sense, the language with the socioeconomic control becomes in a language of prestige while the others remain relegated.

2.7 PREVIOUS STUDIES RELATED TO THIS INVESTIGATION

The studies related to attitudes have been analysed in many sociolinguistic investigations such as bilingualism and linguistic variation. Within these studies many sociolinguists have tried to discover the relation between

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[69] Kubarth, H. *El idioma como juego social: la conciencia sociolingüística de los Porteños.* Ed. Thesaurus. 1986.
[70] Gómez Molina, J.R. *Estudio Sociolingüístico de la comunidad de habla de Sagunto.* Institución valencia de estudios e investigación. Valencia. 1986.
[71] Moreno Fernádez, F. *Sociolingüística de los Rituales de Acceso en una Comunidad Rural.* L.E.A. 1986.
[72] Ninyoles, Rafael. *Idioma y Poder Social.* Ed. Tecnos. Madrid. 1972.

the language use and its variations. This is precisely the kind of works that we will take into account as the background of our work.

Our study refers to attitudes towards a native language (Quechua). In our country, the problem of linguistic discrimination towards native languages has been discussed in conferences and seminars. However, we know that most of these ideas about changing the native languages situation in our country have always depended on the socio-economic conditions and linguistic policy of these languages.

Some institutions such as INEL and CIPCA have made some linguistic investigations about Quechua and Aymara native languages. Among the studies published by INEL we have "Sociolinguistic diagnosis of the northern region of Potosí"[73] in which it is recognized that the attitude of people towards the social value of language contact is a determining factor in the transition from one language to another. Next, among the studies published by CIPCA we have "Languages, schools and radios in Bolivia"[74], "The future of oppressed languages"[75], "The thousand faces of Quechua"[76], all of them written by Xavier Albó.

Also, many studies of general sociolinguistics in Peru and Ecuador, and other studies in the area of the sociology of language have expanded in the Hispanic world. Works such as Germán de Granada in Colombia, Beatriz Lavandera and Fontanella de Weinberg in Argentina, Joan Rubin in Paraguay, we do see that there is great interest in studying the location of language within social organization. For our research we support our theoretical foundation in the work of Rafael Ninyoles who conducted his research in Spain. The central thesis Ninyoles posed is that the use of language leads to a conflict that can only be solved by addressing the economic, social and political structure involving society[77].

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[73] Hosokawa, Koomei. *Diagnóstico sociolingüístico de la región norte de Potosí*.
[74] Albó, Xavier. *Idiomas, escuelas y radios en Bolivia*. CIPCA. La Paz. 1977
[75] Albó, Xavier. 1977
[76] Albó, Xavier. 1977
[77] Ninyoles, Rafael. Idioma y Poder Social. Ed. Tecnos. Madrid. 1972.

Finally, the linguistic problem stems from the very social structure and the approach requires an examination of the economic, social and ideological factors that shape the present situation. We believe that through the study of linguistic attitudes we could see reflected the social problems which affect the existence of a native language "Quechua" and its speakers in a hierarchically organized society like ours.

THEORETICAL FOUNDATION

So far, we have followed the definition of sociolinguistics. Is in this field that we will develop our work. After the review of the sociolinguistic analysis levels, we decided to adopt a path: the sociology of language which is within the macro-sociological level. Remember that sociology of language considers language as a dependent variable of the social context.

In like manner, we took into account the definitions and generalizations of Albó and Ninyoles among others. After that, we also saw the issue of attitudes in general: its definition, types of attitudes, methods to determine them, and so on. We also said that attitudes are not innate but acquired and developed through contact with the individual's social context that surrounds it. This

concept of attitude can be applied to any object, person or situation. In our case the specific object is the Quechua language.

Then, we referred to linguistic attitudes. We mentioned that the speakers of all languages develop attitudes toward their own languages and their varieties, as well as towards the languages of other groups. It is not uncommon to hear a lot of people in our country say that English is the language of technology, French is elegant, Aymara is rude, Quechua is sweet, and so on. It has come to think in terms of linguistic superiority of one language over another. This situation manifests itself in actions toward speakers. What happens is that when the individual reacts to the language, implicitly reacts especially to the speakers of those languages.

Later, there were so many definitions that it was not possible to adopt an already established. Hence, it was more appropriate to develop, based on other, a definition that somehow covers our expectations. Therefore, we define linguistic attitudes as beliefs, emotions, stereotypes, ideals or expectations that every individual possesses in relation to a particular language or language variety and its speakers.

We also said that the causes for these attitudes are not purely idiomatic. The main reason underlying the phenomenon of linguistic valuation is the social organization. Accordingly, we saw that the investigation of attitudes toward a language can not be taking the problem in isolation from its social context. Within the general considerations of the problem at hand, we recognize above the existence of a close relationship between social factors; mainly socioeconomic, and language.

Society is hierarchically structured, i.e. that there are different groups that occupy different positions in the global organization. Economically powerful groups are also those with more social prestige, on the contrary, those who are at the bottom of the scale are rated more negatively. This is a reflection of the desire to adopt the language, considered ideal, of the dominant group as a

means of achieving the desired social advancement. On the other hand, these same speakers reject, unconsciously or consciously, their own language.

Finally, for all exposed we claim that linguistic attitudes are important when we talk about the vitality or disappearance of languages. Hence, we consider the study of them crucial for understanding the phenomena that occur in the linguistic field in our country.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1 TYPE OF INVESTIGATION

According to our objectives this investigation corresponds to the descriptive type. We base our statement on Danhke (1986), mentioned by Roberto Sampieri, who says: "Descriptive studies look for specifying the important properties and characteristics of people, groups, communities or any other phenomenon that will be analyzed"[78].

3.2 TYPE OF DESIGN

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[78] Sampieri Hernandez, Roberto. *Metodología de la Investigación.* Tercera edición McGraw-Hill. México. 1996.

The design of our investigation is non-experimental. We base our statement on "Roberto Hernandez Sampieri" who says that non-experimental designs consist on observing phenomena within their natural context in order to analyze them later and; mainly, variables are not manipulated deliberately[79].

3.3 POPULATION

Population refers to a group of elements that agree with a series of specifications, in other words, all objects, phenomena or situations that can be joined due to one or more characteristics[80]. The population of this study will be composed of the first-semester students and the last-semester students of Applied Linguistics to Languages Teaching Department at "Mayor de San Simón" University in Cochabamba city.

3.4 SAMPLE

A sample refers to the group of elements that are taken from a population in order to; after its study, achieve valid conclusions about the population[81]. Our sample will be non-probabilistic, that is, a subgroup of the population in which the selection of the elements does not depend on the probability but on the characteristics of the investigation.

Non-probabilistic samples refer to a procedure of informal selection. Therefore, we will work with thirty students of the first semester; fifteen men and fifteen women. On the other hand, we will work with twenty students of the last semester; ten men and ten women. The sample corresponds to 20% of the total of the students in each semester.

3. 5 VARIABLES OF THE INVESTIGATION

[79] Sampieri. 1996.
[80] Sampieri. 1996.
[81] Sampieri Hernandez, Roberto. *Metodología de la Investigación.* Tercera edición McGraw-Hill. México. 1996.

This study leads to know the linguistic attitudes towards Quechua language in students of Applied linguistics to languages teaching Department at San Simón university in Cochabamba city and; at the same time, taking into account that the age, the gender and the social class of the speakers are some factors that determine these attitudes, we want to analyze which one of these three has more influence. In this sense, is important to relate these three factors (gender, age and socioeconomic level of the students) to the linguistic attitudes manifested by them.

Chart No. 3.1: Four Study Variables

Four variables were defined in the study.

Independent variables	• Gender • Age • Socioeconomic level
Dependent variable	• Linguistic attitudes

3.6 INSTRUMENT

The instrument used in our investigation is the questionnaire. This is the most widely used for research in the social area. The two types of questions used in the questionnaire are: open answer and closed alternative. In the second case, the tabulation of the data is simpler than in the first case. Moreover, its implementation is cheaper and easier to implement and the reliability of this type of questionnaire is better than open-response questionnaire[82].

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[82] Summers, G. *Medición de Actitudes*. Editorial Trillas. México. 1978.

The questionnaire is elaborated and modified to know the linguistic attitudes of the university students. The questions contain a clear vocabulary so that the students do not get confused or find ambiguity in the questions. Next, we make a description of the questionnaire.

- **Sociolinguistic Questionnaire[83]**

It is based on the questionnaire that Angel Huguet Canalís used in his investigation *"Las actitudes lingüísticas en Aragón. Una visión desde la escuela. 2003"* and on the questionnaire used by Clara Uribe Hernández in her study *"La lengua francesa como opción en los estudios de licenciatura"*. 2006: These questionnaires were modified to get the required information for our study. Our questionnaire is personal and was made to know the linguistic attitudes of university students towards Quechua language. The questionnaire consists of two parts:

- First part: General Data
- Second part: Sociolinguistic Study

The first part contains the following data: *gender, age, semester of study, place of dwelling, parents' level of instruction and parents' occupation.* It contains six questions. In relation to the age of the students we work with two groups: a) Students from 19 to 22 years old, b) Students from 25 to 28 years old. Finally, the last three questions control the socioeconomic level of the students.

The second part is subdivided in: *attitudes in relation to linguistic ideals, attitudes in relation to linguistic stereotypes, attitudes in relation to the speakers*, and*;* finally*, attitudes in relation to language learning*. It contains thirty

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[83] Instrumento de ejecución modificado por la autora de la presente investigación. (Ver Anexo A: Cuestionario Sociolingüístico)

questions, each one with three-answer options that the students have to choose:

a) De acuerdo   *b) Ni de acuerdo, ni en desacuerdo*   *c) En desacuerdo*

3.7 PROCEDURE

a) Implementation of the Pilot Study: Sociolinguistic Questionnaire

To get to the final questionnaire with the characteristics mentioned earlier, a pilot test was applied in order to confirm the clarity of the questions above, verifying whether they were able to show the students' linguistic attitudes towards Quechua language.

Thus, the sociolinguistic questionnaire was applied to fifteen students from "Mayor de San Simón" University, where seven students were women and eight were men. Subsequently, the participants and the facilitator made known the weaknesses and difficulties perceived in this test.

b) Changes and Suggestions of the Pilot Study

➤ To appoint the instrument "Cuestionario de Actitudes Lingüísticas" as "Cuestionario Sociolingüístico" so that the students do not discover easily the purpose of the research since it would reduce the validity of the findings.

➤ To order the general data items and response options for a better understanding for the facilitator and respondents.

➢ To appoint the second part of the questionnaire "Estudio Sociolingüístico" so that the students do not discover the purpose of the research.

➢ In the part of the instruction to respond to the questionnaire was originally: "*EN LAS SIGUIENTES PÁGINAS ENCONTRARÁS AFIRMACIONES SOBRE EL IDIOMA QUECHUA. ENCIERRA EN CÍRCULO LA OPCIÓN QUE DESCRIBA MEJOR TU APRECIACIÓN SOBRE ESTE IDIOMA.*" For a better understanding of the students change this paragraph by: "*EN LAS SIGUIENTES PÁGINAS ENCONTRARÁS AFIRMACIONES EN RELACIÓN AL IDIOMA QUECHUA. ENCIERRA EN CÍRCULO LA OPCIÓN QUE TU PREFIERAS.*"

➢ To Define whether the items of the instrument will use the phrase "Hablantes del quechua" or "Personas que hablan quechua".

➢ The response options of the questionnaire were initially: "totalmente de acuerdo; de acuerdo; ni de acuerdo, ni en desacuerdo; en desacuerdo; totalmente en desacuerdo". For a better understanding of the students change this by: "de acuerdo; ni de acuerdo, ni en desacuerdo; en desacuerdo".

➢ Preferably, applying the questionnaire in groups with a small number of people to dispel the doubt that may arise and maintain order.

➢ To take into account the comments made by the students when answering the questionnaire.

➢ To omit questions 4 and 29 since they affect the reliability of the instrument.

c) Reliability of the Instrument

In order to know the reliability of this instrument we used the SPSS program version 10.0 for Windows that has allowed doing the charts and percentages that describe the final results. What is more, the bivariate reliability coefficient was applied to check the questionnaire discrepancies. Finally, applying the Alpha Cronbach coefficient reliability, was achieved an index of 0, 8091 which is of high reliability. **(See Appendix A: Pilot Study)**

d) Implementation of the Final Test: Sociolinguistic Questionnaire

After having designed the final questionnaire, it was applied to the sample. For this, we turned to the two groups of study and the questionnaire was applied to the students who were at that time. Of course, we kept the same quantity of men and women in each group. The questionnaire took more time than we had expected since the students were directed on how to answer the question in relation to parental occupation. **(See Appendix A: Sociolinguistic Questionnaire)**

e) Final Data Collection and Processing.

As we explained before, the questionnaire was divided in two parts.

First part: General Data. This controls the age, gender and the socioeconomic level of the students (with an intersection of information between parents' level of instruction, parents' occupation and place of dwelling).

Second part: Sociolinguistic Study. Data collection was performed with a scale of attitudes towards Quechua language, created and piloted for this research. This scale was created following the principles of Likert scale, where the reviewers choose between the answers: *"De acuerdo", "Ni de acuerdo, ni en desacuerdo" and "En desacuerdo".* This part consist of four subgroups, they are:

1. Attitudes in relation to linguistic ideals.

2. Attitudes in relation to linguistic stereotypes.
3. Attitudes in relation to the speakers.
4. Attitudes in relation to language learning.

Two of the subgroups contain 8 items and the other two contain 7 items, so the questionnaire contains 30 items in total, with a possible range of responses between 30 and 90 points, with a midpoint at 60. The items have a range of 8 to 24 points and 7 to 21respectively, with a midpoint at 16 and 14. Finally, the results were processed through the computer program SPSS (Statistical Package for Social Science)

CHAPTER IV

RESULTS OF THE RESEARCH

As noted in chapter III, the questionnaire consists of two parts. The first part designed to obtain a preliminary overview of each respondent. The second one designed to know the linguistic attitudes of the students towards Quechua language and divided into four sections: a) ATTITUDES IN RELATION TO LINGUISTIC IDEALS that have to do with whishes and aspirations of the students in relation to Quechua languages. b) ATTITUDES IN RELATION TO LINGUISTIC STEREOTYPES which refer to preconceived images of people in relation to Quechua language. c) ATTITUDES IN RELATION TO THE SPEAKERS which allow us to know the students' attitudes towards the speakers of Quechua language. And finally, d) ATTITUDES IN RELATION TO THE LANGUAGE LEARNING designed to know the interest of the students in the Quechua language learning.

Thus, the results of the first part of the "Sociolinguistic Questionnaire" (General Data); applied to the students of Applied Linguistics to Languages Teaching Department, show that 50% of the respondents are men and 50% are women. Next, regarding to the age we find that 60% of the students are between 19 and 22 years old; and, 40% of the students are between 25 and 28 years old. Later, in relation to the socioeconomic level of the students according

to the questionnaire 20% of the students belong to the Low level, 38% of the students belong to the Lower-middle level, 16% belong to the Upper-middle level and 26% of the students belong to the High level.

Then, the second part of the questionnaire (Sociolinguistic Study) shows that according to the attitudes in relation to linguistic ideals 90% of the students have a negative attitude and 10% of the students have a positive attitude. Next, according to the attitudes in relation to linguistic stereotypes 80% of the students have a negative linguistic attitude and 20% have appositive linguistic attitude. Also, according to the attitudes in relation to the speakers 80% of the students have a negative linguistic attitude and 20% have a positive linguistic attitude. Later, according to the attitudes in relation to the language learning 90% of the students have a negative linguistic attitude and 10% have a positive linguistic attitude. Finally, in relation to linguistic attitudes in general, we found that 84% of the students have a negative linguistic attitude towards Quechua language and only 16% of the students have a positive linguistic attitude towards this native language. These results confirm the first part of the hypothesis that students have a negative linguistic attitude towards Quechua language.

Lastly, the results of the Spearman correlation analysis (Rho) among the variables of the study showed no relationship between gender and linguistic attitudes and no relationship between age and linguistic attitudes. By contrast, it showed the existence of relationship between socioeconomic level and linguistic attitudes, i.e., the higher socioeconomic level of the students, the more negative linguistic attitude they have towards Quechua language.

GENDER OF THE STUDENTS
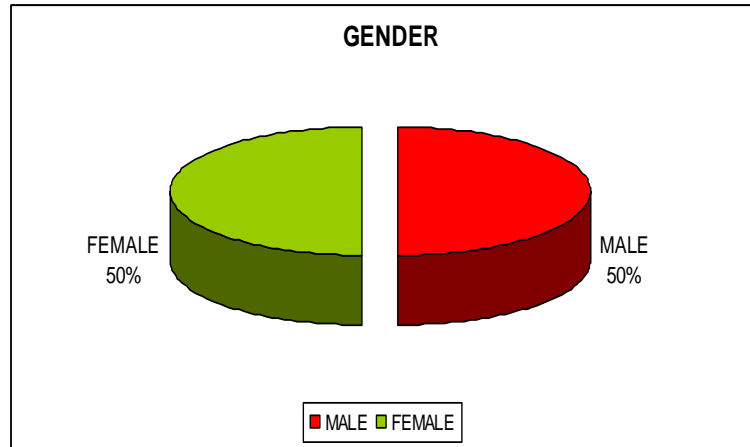

In relation to the gender, the graph shows that the students are divided into two groups: 50% of men and 50% of women. **(See Appendix C: Chart 3.1)**
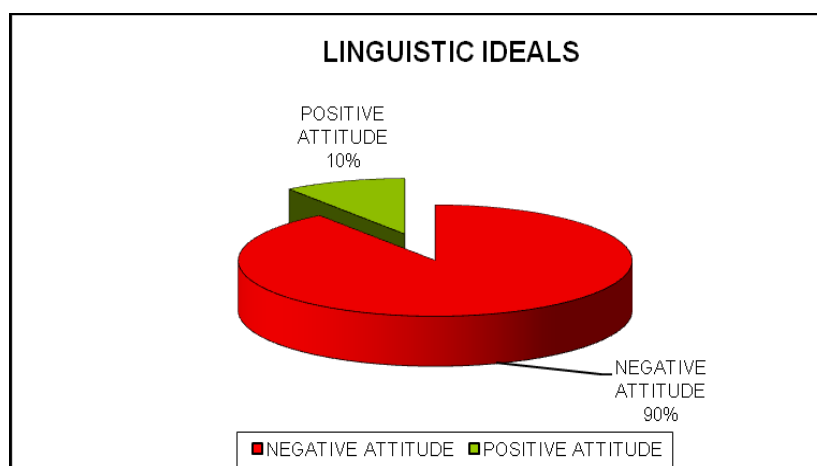
AGE OF THE STUDENTS
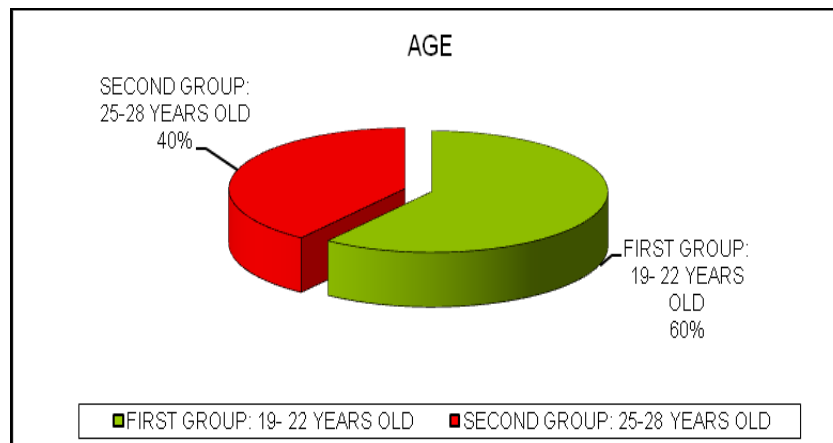
In relation to the age of the students, the graph shows that 60% of the students are between 19 and 22 years old. Then, 40% of the students are between 25 and 28 years old. **(See Appendix C: Chart 3.2)**

SOCIOECONOMIC LEVEL OF THE STUDENTS
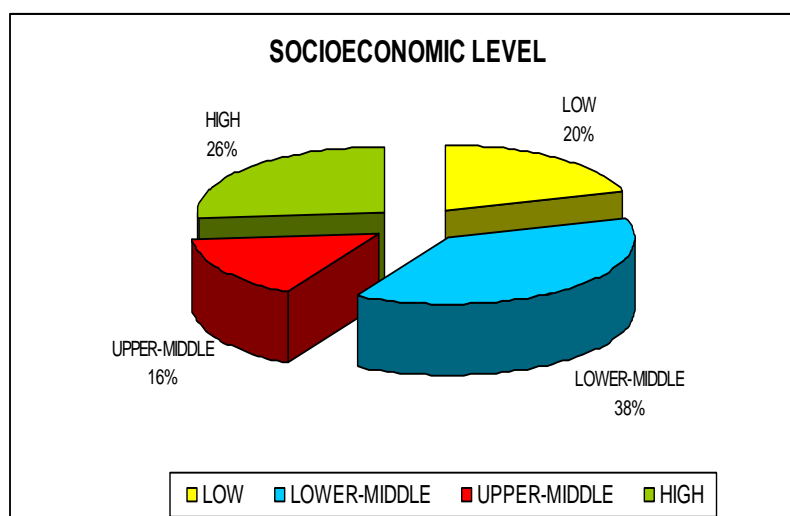
According to the socieconomic level of the students The graph shows that 20% of the students belong to low level, 38% belong to lower-middle level, 16% of the students belong to upper- middle level and ;finally, 26% belong to high level. **(See Appendix C: Chart 3.3)**

ATTITUDES IN RELATION TO LINGUISTIC IDEALS

According to the attitudes in relation to linguistic ideals of the students, the graph shows that 90% of the students have a negative attitude and 10% of the students have a positive attitude. **(See Appendix C: Chart 3.4)**

ATTITUDES IN RELATION TO LINGUISTIC STEREOTYPES
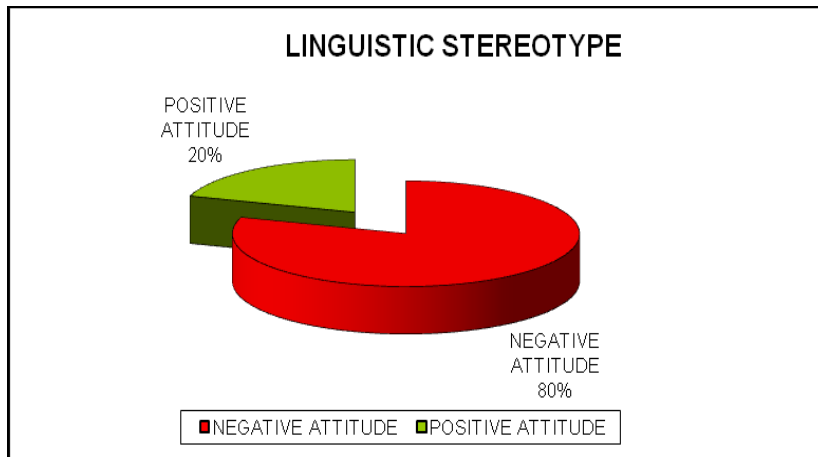
LINGUISTIC STEREOTYPE

POSITIVE ATTITUDE 20%

NEGATIVE ATTITUDE 80%

■ NEGATIVE ATTITUDE ■ POSITIVE ATTITUDE

Next, according to the attitudes in relation to linguistic stereotypes of the students, the graph shows that 80% of the students have a negative attitude and 20% of the students have a positive attitude. **(See Appendix C: Chart 3.5)**

ATTITUDES IN RELATION TO THE SPEAKERS

ATTITUDES IN RELATION TO THE SPEAKER

POSITIVE ATTITUDE 20%

NEGATIVE ATTITUDE 80%

■ NEGATIVE ATTITUDE ■ POSITIVE ATTITUDE

Also, according to the attitudes in relation to the speakers, the graph shows that 80% of the students have a negative attitude and 20% of the students have a positive attitude. **(See Appendix C: Chart 3.6)**

ATTITUDES IN RELATION TO THE LANGUAGE LEARNING

ATTITUDES RELATED TO LANGUAGE LEARNING

POSITIVE ATTITUDE 10%

NEGATIVE ATTITUDE 90%

NEGATIVE ATTITUDE   POSITIVE ATTITUDE

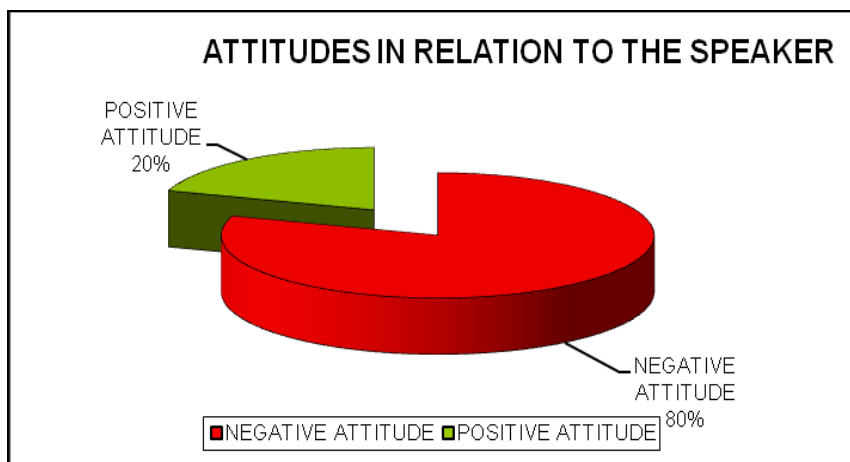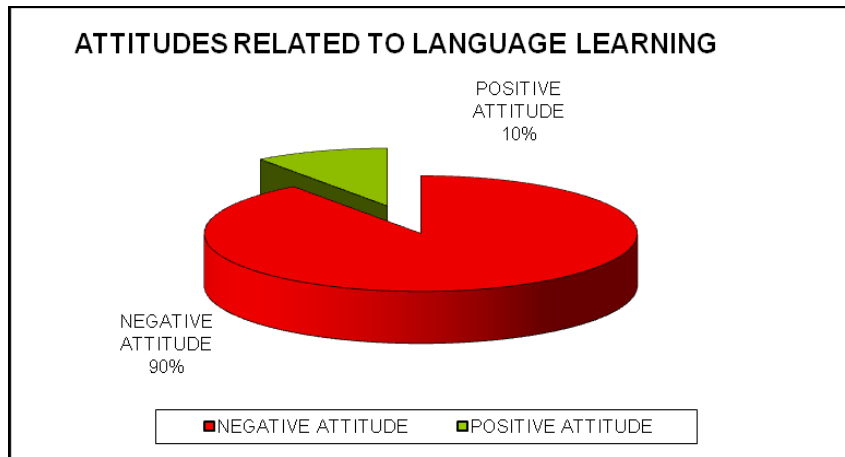Later, according to the attitudes in relation to the language learning, the graph shows that 90% of the students have a negative attitude and 10% of the students have a positive attitude. **(See Appendix C: Chart 3.7)**

LINGUISTIC ATTITUDES OF THE STUDENTS TOWARDS QUECHUA LANGUAGE.

LINGUISTIC ATTITUDE

POSITIVE ATTITUDE 16%

NEGATIVE ATTITUDE 84%

NEGATIVE ATTITUDE   POSITIVE ATTITUDE
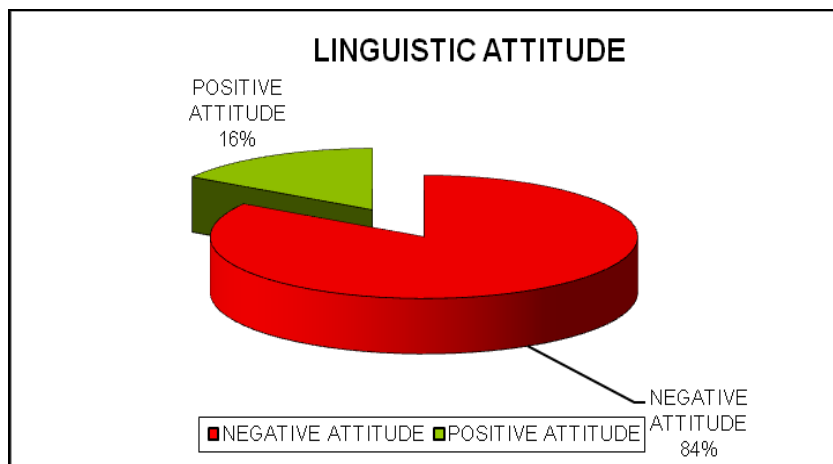
In relation to the linguistic attitudes in general, the graph shows that 84 % of the students have a negative linguistic attitude towards Quechua language and 16% of the students have a positive linguistic attitude. This means that most of the students have a negative linguistic attitude towards this native language. **(See Appendix C: Chart 3.8)**

VARIABLES RELATION

RELATION BETWEEN LINGUISTIC ATTITUDES AND GENDER
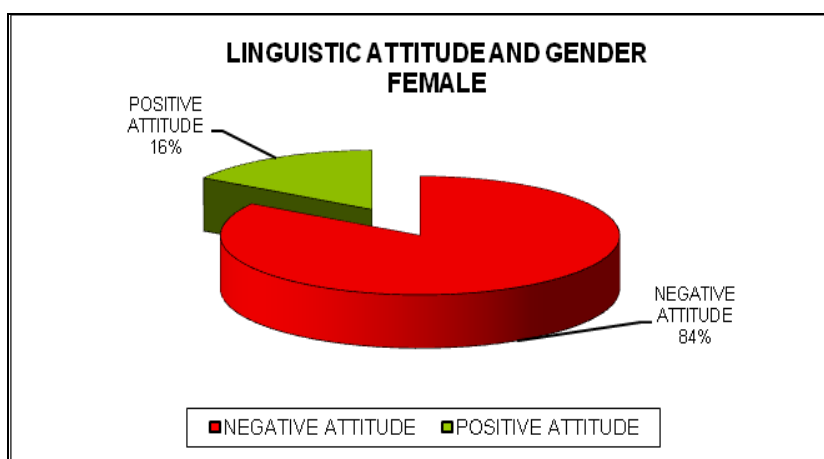
Relating the gender to the linguistic attitudes manifested by the students, the graph shows that 42% of women have a negative linguistic attitude towards Quechua language and 16% have a positive linguistic attitude. **(See Appendix C: Chart 3.9)**
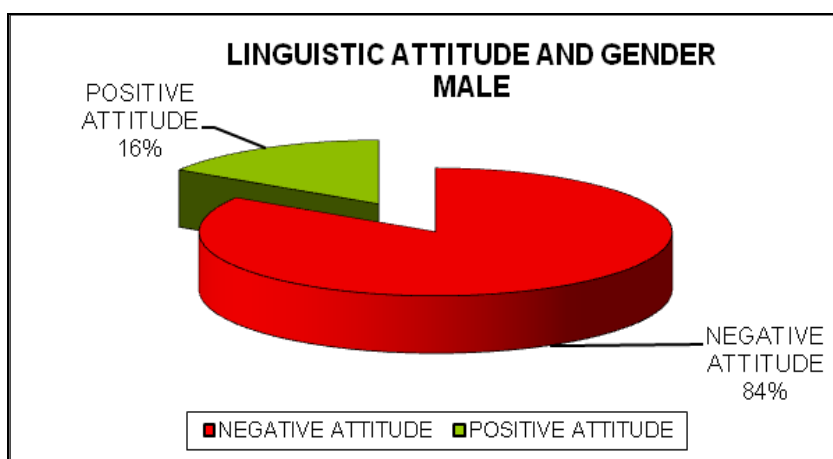
Next, the graph shows that 84% of men have a negative linguistic attitude towards Quechua language and 16% have a positive linguistic attitude. This means that the difference in the linguistic attitudes towards this native language between men and women are not significant at all. **(See Appendix C: Chart 3.9)**

RELATION BETWEEN LINGUISTIC ATTITUDES AND AGE

LINGUISTIC ATTITUDE AND AGE
FIRST GROUP: 19-22 YEARS OLD

POSITIVE ATTITUDE 23%

NEGATIVE ATTITUDE 77%

■ NEGATIVE ATTITUDE □ POSITIVE ATTITUDE
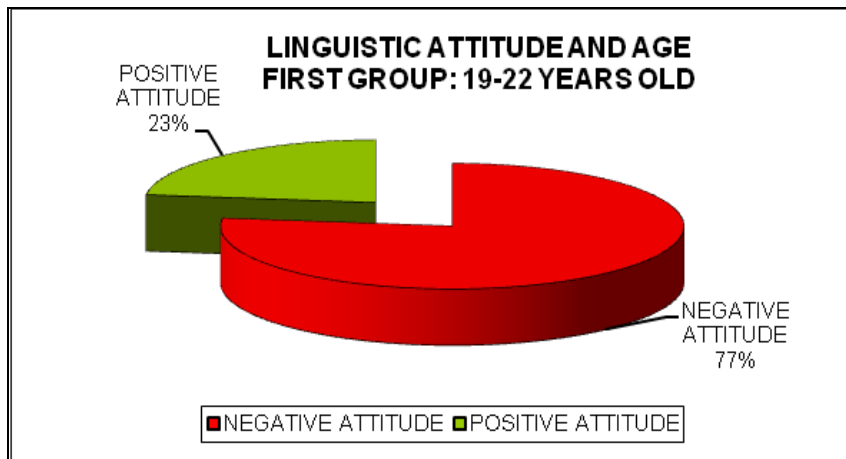
Relating the age to the linguistic attitudes manifested by the students the graph shows that 77% of the students between 19 and 22 years old have a negative linguistic attitude towards Quechua language and 23% of the same group of students has a positive linguistic attitude. **(See Appendix C: Chart 3.10)**

LINGUISTIC ATTITUDE AND AGE
SECOND GROUP: 25-28 YEARS OLD

NEGATIVE ATTITUDE 85%

POSITIVE ATTITUDE 15%

■ NEGATIVE ATTITUDE □ POSITIVE ATTITUDE
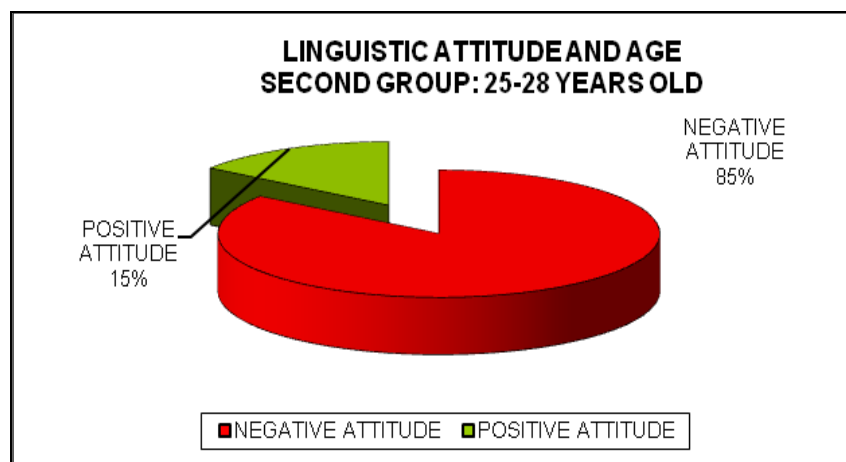
Next, the graph shows that 85% of the students between 25 and 28 years old have a negative linguistic attitude and 15% of the same group of students has a positive linguistic attitude. This means that the difference of the linguistic attitudes towards Quechua language between the two groups we worked with is not very significant. **(See Appendix C: Chart 3.10)**

RELATION BETWEEN LINGUISTIC ATTITUDES AND SOCIOECONOMIC LEVEL.

LINGUISTIC ATTITUDE AND SOCIOECONOMIC
LEVEL -> LOW

POSITIVE ATTITUDE 30%

NEGATIVE ATTITUDE 70%

NEGATIVE ATTITUDE   POSITIVE ATTITUDE
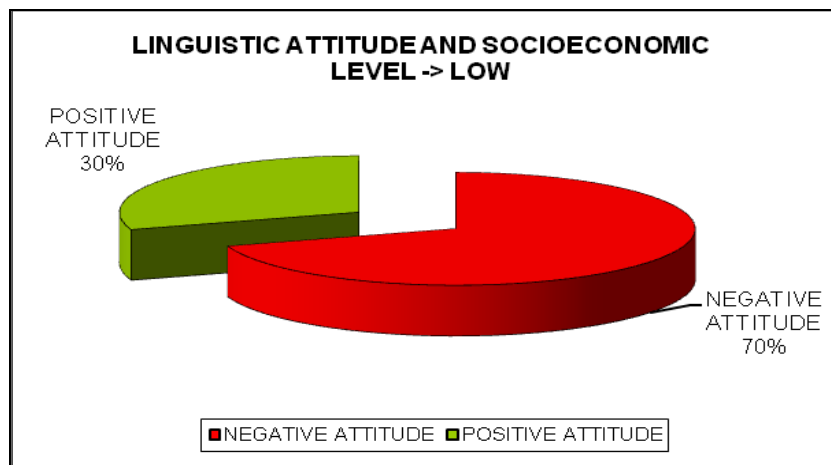
Relating the socioeconomic level of the students to the linguistic attitudes manifested by them, the graph shows that 70% of low level students have a negative linguistic attitude and 30% of the same level has a positive linguistic attitude towards Quechua language. **(See Appendix C: Chart 3.11)**

LINGUISTIC ATTITUDE AND SOCIOECONOMIC
LEVEL -> LOWER - MIDDLE

POSITIVE ATTITUDE 21%

NEGATIVE ATTITUDE 79%

NEGATIVE ATTITUDE   POSITIVE ATTITUDE

Then, the graph shows that 79% of lower- middle level students have a negative linguistic attitude and 21% of the same group of students has a positive linguistic attitude. **(See Appendix C: Chart 3.11)**

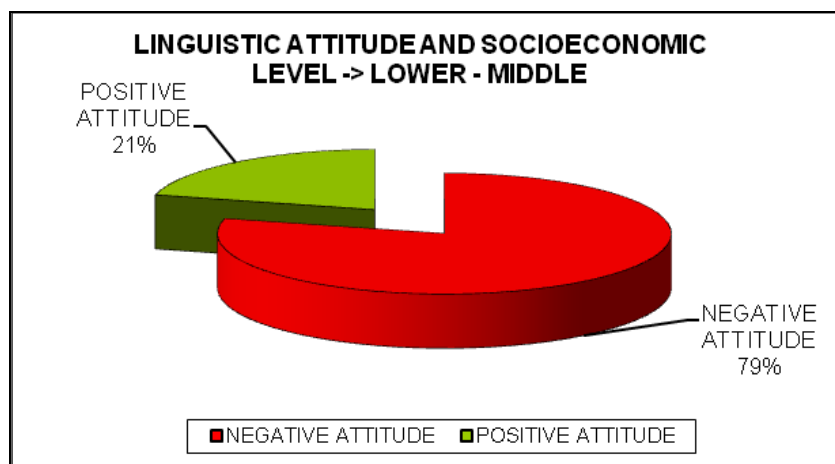LINGUISTIC ATTITUDE AND SOCIOECONOMIC LEVEL -> UPPER - MIDDLE

POSITIVE ATTITUDE 13%

NEGATIVE ATTITUDE 87%

NEGATIVE ATTITUDE   POSITIVE ATTITUDE
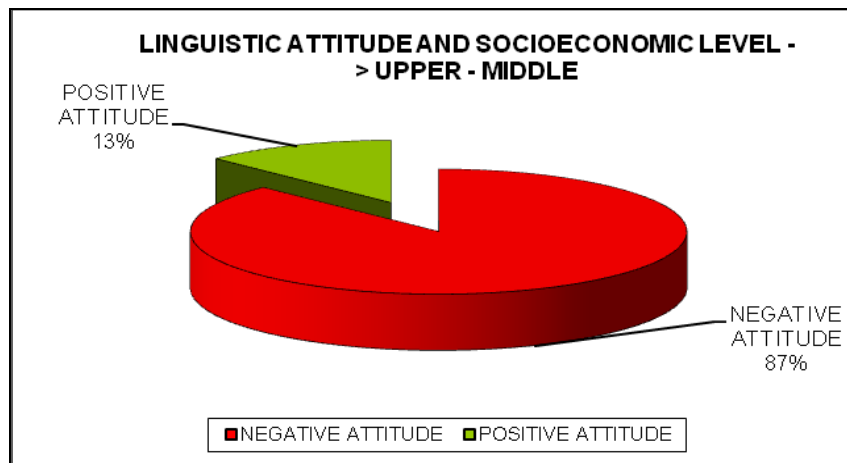
Later, the graph shows that 87% of upper- middle level people have a negative linguistic attitude and just 13% of the students that belong to the same group have a positive linguistic attitude towards Quechua language. **(See Appendix C: Chart 3.11)**

LINGUISTIC ATTITUDE AND SOCIOECONOMIC LEVEL -> HIGH

POSITIVE ATTITUDE 0%

NEGATIVE ATTITUDE 100%

NEGATIVE ATTITUDE   POSITIVE ATTITUDE
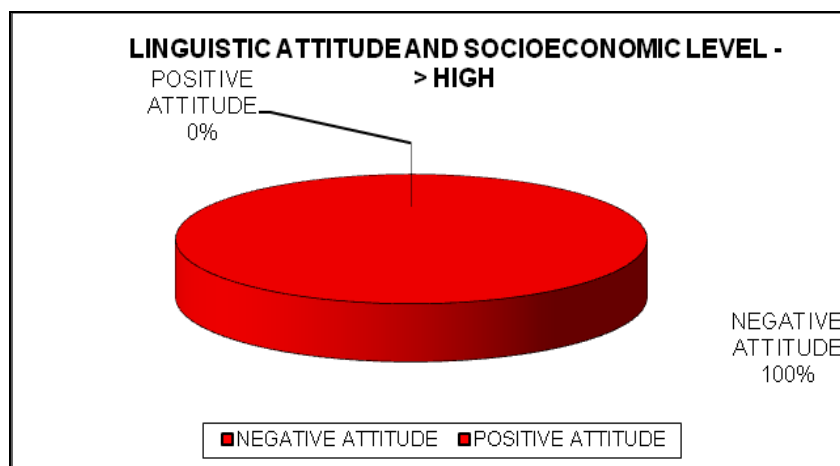
Finally, through the graph we can see that 100% of high level students have a negative linguistic attitude and 0% of these students have a positive linguistic attitude. It means that the difference of the linguistic attitudes towards Quechua language in relation to the socioeconomic level of the students is quite significant, confirming our hypothesis that the socioeconomic level of the

students has more influence on the linguistic attitudes manifested bye them towards Quechua language. **(See Appendix C: Chart 3.11)**

OTHER FINDINGS

Since; through the questionnaire, we also got the data about the semester of the students, we wanted to know if there was any relation between this variable and the linguistic attitudes of the students. Therefore, we have:

RELATION BETWEEN LINGUISTIC ATTITUDES AND FIRST SEMESTER STUDENTS
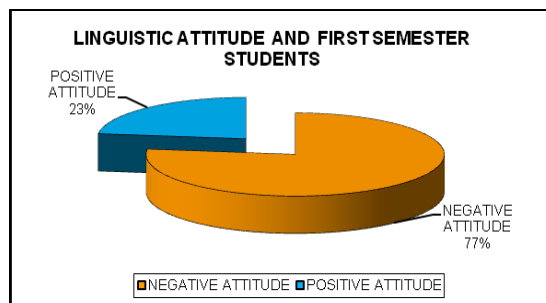
Relating the linguistic attitudes to the students that belong to the first semester the graph shows that most of them have a negative linguistic attitude towards Quechua language. **(See Appendix C: Chart 3.12)**

RELATION BETWEEN LINGUISTIC ATTITUDES AND LAST SEMESTER STUDENTS

LINGUISTIC ATTITUDE AND LAST SEMESTER STUDENTS

NEGATIVE ATTITUDE 85%

POSITIVE ATTITUDE 15%

□ NEGATIVE ATTITUDE   □ POSITIVE ATTITUDE
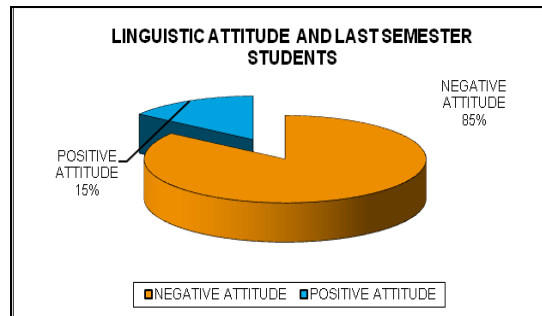
Finally, relating the linguistic attitudes to the students that belong to the last semester; once again, the graph shows that most of them have a negative linguistic attitude towards Quechua language. It seems that last semester students have a little more positive linguistic attitude towards Quechua language than first semester students. However, this difference is not very significant. **(See Appendix C: Chart 3.12)**

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

In the development of this research the relationship between language and society was the basis for the study of linguistic attitudes. This study sought to know the linguistic attitudes of the students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University towards Quechua language, finding out that 84% of the students have a negative linguistic attitude towards Quechua language and 16% of the students have a positive linguistic attitude towards this language.

Moreover, this research took into account that the problem of linguistic attitudes depends on social factors such as gender, age and socioeconomic level, showing that socioeconomic level is the most influential factor in the

students' linguistic attitudes towards Quechua language. Members of low and middle-low level were the ones who most positively value Quechua language, with a positive attitude of 30% and 21% respectively. On the other hand, the upper-middle level group showed a very low positive linguistic attitude of only 13%. Finally, the high level group showed a totally negative attitude toward Quechua.

The development of the methodology was done as accurately as possible; thanks to previous work we have provided a blueprint for the development of the next steps. The results, we believe, are a proof of this.

Also, it is interesting to mention that in the process of implementation of the pilot study we carried out, on one hand, the students were very interested in the topic and, on the other hand, they already showed a negative attitude towards Quechua through comments while responding the questionnaire. Comments like: "Obviamente prefiero aprender una lengua extranjera que aprender Quechua", "El Quechua me servirá para comunicarme con los del campo, pero no para encontrar un buen trabajo", "¡Esos si son racistas!", "Estoy traumado con el Quechua…no quiero saber del Quechua".

5.1.1 CONCLUSIONS ON THE OBJECTIVES

5.1.1.1 Conclusions on the General Objective

❖ To know the linguistic attitudes of the students of Applied Linguistics to Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city towards Quechua language and, at the same time, taking into account that the gender, the age and the socioeconomic level of people are some factors that determine these attitudes, to analyze which one has more influence on these students' linguistic attitudes.

Based on the results of the Sociolinguistic Questionnaire, we got to know how were the linguistic attitudes of the students of Applied Linguistics to

Languages Teaching Department of "Mayor de San Simón" University in Cochabamba city towards the Quechua language. We found out that, although due to the curriculum of the department all the students must take Quechua classes, most of them have a negative linguistic attitude towards this language. It was also found out that the socioeconomic level is the factor that most influences on the attitudes of these students, being that the higher the socioeconomic level of the students, the more negative linguistic attitudes towards Quechua.

5.1.1.2 Conclusions on the Specific Objectives

First Specific Objective:

❖ To identify the attitudes in relation to linguistic ideals of the students.

Through the questionnaire we could identify the attitudes in relation to linguistic ideals of the students. It demonstrated that the wishes and aspirations of students in relation to Quechua language are negative in most of them. The most representative affirmation of this section of the questionnaire for the subjects was the idea that Quechua is the mother tongue of their children. Almost all of them disagree with that idea.

Second Specific Objective:

❖ To identify the attitudes in relation to linguistic stereotypes of the students.

Also, through the questionnaire, attitudes in relation to linguistic stereotypes were identified. It showed that 80% of the students have a negative attitude about the idea that Quechua is rich in vocabulary, is a poetic language, and is a commercial language, among other aspects of the linguistic stereotypes.

Third Specific Objective:

❖ To identify the attitudes of the students in relation to Quechua speakers.

We did identify the attitudes of the students in relation to Quechua speakers. It was found out that most students agree that speakers of Quechua are informal, intolerant to foreign people, dress in a ridiculous way, are problematic, among other opinions.

Fourth Specific Objective:

❖ To identify the attitudes of the students in relation to Quechua learning.

Then, attitudes in relation to Quechua learning were identified. Once again, and based on the questionnaire, it was determined that most of the students agree with the idea that Quechua is a difficult language to learn; it is useless to learn Quechua and, they prefer to learn a foreign language instead of Quechua, among other aspects related to the issue.

Fifth Specific Objective:

❖ To relate the students' gender to the linguistic attitudes manifested by them towards Quechua language.

Next, the students' gender was related to the linguistic attitudes expressed by them towards Quechua. The results showed that there are no differences in the linguistic attitudes between men and women.

Sixth Specific Objective:

❖ To relate the students' age to the linguistic attitudes manifested by them towards Quechua language.

After that, the students' age was related to the linguistic attitudes expressed by them towards Quechua and we discovered that the differences in the linguistic attitudes between 19 to 22-year-old students and 25 to 28-year-old students are not very significant.

Seventh Specific Objective:

❖ To relate the students' socioeconomic level to the linguistic attitudes manifested by them towards Quechua language.

Finally, we related the students' socioeconomic level to the linguistic attitudes manifested by them towards Quechua and we discovered that the difference of positive and negative attitudes is really significant. This difference is more noticeable in the high socioeconomic level when comparing it with the other three levels that we established during the research.

5.1.2 CONCLUSIONS ON THE HYPOTHESIS

❖ The linguistic attitudes of the students of applied linguistics to languages teaching department of "Mayor de San Simón" University in Cochabamba city are negative in relation to Quechua language and the socioeconomic level has more influence than the age or the gender of the students on the linguistic attitudes expressed by them towards this language.

When formulating our hypothesis we stated that linguistic attitudes are related to the socioeconomic level of the students. We can ensure that what we proposed as a hypothesis is confirmed by the obtained results. The difference in the acceptance or rejection of languages, depending on socioeconomic level, exists. The high level shows a completely negative attitude towards Quechua, the upper-middle and lower-middle level have some level of acceptance towards this language. However, it is clear that the low level group shows more positive attitude towards this native language. Hence, the hypothesis of the research is demonstrated.

5.2 RECOMMENDATIONS

Through this study we realize that, creating native language academies, creating dictionaries, implementing universities specializing in the study of native languages, etc., do not guarantee the increase in the acceptance of native languages such as Quechua. According to Taipe Campos[84] "We must remember that school, for better or worse, is a place through which passes most of the rural population (allowing, in theory, a massive impact for a generation). The school is a showcase for the community. Many of the things that work with children can be subsequently picked up by the community, especially if they manage levels of participation and coordination between school and community." Therefore, it is important to make the school a center of conservation and improvement of cultural patterns, a meeting place for members of the community and a rescue center for ancient cultural values.

Next, due to the presence of a general negative linguistic attitude towards Quechua language in these students, we recommend the importance of finding explanations for this situation. For that purpose, we propose to make use of in-depth interviews where the students can express their feelings or experiences about everything related to this native language.

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[84] Taipe Campos, Néstor. *"Educación Intercultural: Propuesta para sociedades quechua hablantes".* Serie Diálogo intercultural Nº 1. Huancayo, Perú: Sociedad Científica de Folklore y Etnología. 1998.

Then, the obtained results about the attitudes of the students in relation to Quechua language learning, suggest the importance of teachers who teach introductory courses of Quechua language to take into account the lack of previous contact with it by many students. The teaching methodology requires the consideration that some students are suddenly facing a completely new linguistic system and if not using the right methodology, students end up feeling a rejection to everything that is related to that language.

After that, we also suggest that for further research related to the issue of linguistic attitudes, it would be interesting to take into account not only native languages, but also foreign languages; since through some media such as the radio, films and television, these languages have been introduced in our midst over the years.

Finally, do not forget that the instruments should be in accordance with the objectives of the investigation. If you want to extend the following research, it is necessary to analyze whether the instruments used in this research will be functional for other investigations.

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APPENDIXES

APPENDIX A

CUESTIONARIO SOCIOLINGÜÍSTICO

I. Datos Generales

RESPONDE LAS SIGUIENTES PREGUNTAS Y ENCIERRA EN CÍRCULO LA OPCIÓN QUE TU PREFIERAS.

Sexo*: F / M*

Edad: _____

¿En qué semestre estudias? _____

¿Dónde vives?
a) en Quillacollo
b) en Sacaba
c) en la zona sur de la ciudad
d) en el centro de la ciudad
e) en la zona norte de la ciudad

¿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?_____

II. Estudio Sociolingüístico

EN LAS SIGUIENTES PÁGINAS ENCONTRARÁS AFIRMACIONES EN RELACIÓN AL IDIOMA QUECHUA. ENCIERRA EN CÍRCULO LA OPCIÓN QUE TU PREFIERAS.

1. Aprender el idioma quechua es útil.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

2. Si una persona de Cochabamba representara a Bolivia en un foro internacional, ésta debería saber hablar quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

3. El quechua es un idioma de poca tradición cultural.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

4. El quechua es un idioma difícil de aprender.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

5. El idioma quechua es rico en vocabulario.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

6. Se ha decidido utilizar un solo idioma para la radio, el cine y la televisión. Ese idioma debería ser el quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

7. Prefiero aprender una lengua extranjera que aprender quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

8. El idioma quechua tiene sonidos imposibles de pronunciar por un extranjero.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

9. Las personas que hablan quechua son informales.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

10. El Presidente de la República debería dirigir sus discursos en quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

11. Las personas que hablan quechua se visten de modo ridículo.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

12. El quechua es un idioma poético.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

13. Las personas que hablan quechua son poco trabajadoras.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

14. El quechua es un idioma prestigioso en Cochabamba.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

15. El quechua debería ser la lengua materna de nuestros hijos.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

16. Para abrirse las puertas en el campo laboral, es más importante saber otros idiomas en lugar del quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

17. Es difícil hacer amistad con las personas que hablan quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

18. Los conductores de televisión deberían hablar quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

19. Me gustaría hablar fluidamente el quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

20. Las personas que hablan quechua son intolerantes con los extranjeros.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

21. Saber hablar quechua amplía la cultura personal.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

22. Cuando llamas al 104 el operador; aparte de hablar en castellano, debería hablar también en quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

23. El quechua se usa muy poco en los medios de comunicación en general.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

24. Las personas que hablan quechua se muestran abiertos con los extranjeros.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

25. El quechua es un idioma comercial.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

26. Las personas que hablan quechua son problemáticas.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

27. Aprender quechua debería ser obligatorio en la universidad.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

28. Saber hablar quechua mejora tu nivel de vida.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

29. El quechua es un idioma muy enredado.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

30. Todos los Cochabambinos deberían hablar quechua.

a) De acuerdo   b) Ni de acuerdo, ni en desacuerdo   c) En desacuerdo

PILOT STUDY

Communalities

	Inicial	Extracción
1. Aprender el idioma quechua es útil.	1,000	,922
2. Si una persona de Cochabamba representara a Bolivia en un foro internacional, ésta debería hablar quechua.	1,000	,875
3. El quechua es un idioma de poca tradición cultural.	1,000	,849
5. El quechua es un idioma difícil de aprender.	1,000	,916
6. El idioma quechua es rico en vocabulario.	1,000	,938
7. Se ha decidido utilizar un solo idioma para la radio, el cine y la televisión. Ese idioma debería ser el quechua.	1,000	,692
8. Prefiero aprender una lengua extranjera que aprender quechua.	1,000	,978
9. El idioma quechua tiene sonidos imposibles de pronunciar por un extranjero.	1,000	,873
10. Las personas que hablan quechua son informales.	1,000	,973
11.El presidente de la República debería dirigir sus discursos en Quechua.	1,000	,978
12. Las personas que hablan quechua se visten de modo ridículo.	1,000	,993
13. El quechua es un idioma poético.	1,000	,907
14. Las personas que hablan quechua son poco trabajadoras.	1,000	,936
15. El quechua es un idioma prestigioso en Cochabamba.	1,000	,896
16. El quechua debería ser la lengua materna de nuestros hijos.	1,000	,986
17. Para abrirse las puertas en el campo laboral, es más importante saber otros idiomas en lugar del quechua.	1,000	,815
18. Es difícil hacer amistad con las personas que hablan quechua.	1,000	,708
19. Los conductores de televisión deberían hablar quechua.	1,000	,870
20. Me gustaría hablar fluidamente el quechua.	1,000	,953
21. Las personas que hablan quechua son intolerantes con los extranjeros.	1,000	,940
22. Saber hablar quechua amplía la cultura personal.	1,000	,937
23. Cuando llamas al 104 el operador; aparte de hablar en castellano, debería hablar también en quechua.	1,000	,834
24. El quechua se usa muy poco en los medios de comunicación en general.	1,000	,924
25. Las personas que hablan quechua se muestran abiertos con los extranjeros.	1,000	,960
26. El quechua es un idioma comercial.	1,000	,977
27. Las personas que hablan quechua son problematicas.	1,000	,952
28. Aprender quechua debería ser obligatorio en la universidad.	1,000	,985
30. Saber hablar quechua mejora tu nivel de vida.	1,000	,977
31. El quechua es un idioma muy enredado.	1,000	,956
32. Todos los Cochabambinos deberían hablar quechua.	1,000	,880

Extraction Method: Principal Component Analysis ..

PHOTOS

APPENDIX C

CHARTS

Chart 3.1 Gender of the Students

Gender of the Students		Frecuency	Percentage
Valids	Female	25	50
	Male	25	50
	Total	50	100

Chart 3.2 Age of the Students

Age Of the Students		Frecuency	Percentage
Valids	From 19 to 22 years old	30	60
	From 25 to 28 years old	20	40
	Total	50	100

Chart 3.3 Socioeconomic Level of the Students

Socioeconomic Level of the Students			
Socioeconomic Level		Frecuency	Percentage
Valids	Low	10	20
	Low - Middle	19	38
	Upper - Middle	8	16
	High	13	26
	Total	50	100

Chart 3.4 Attitudes in relation to Linguistic Ideals of the Students

Attitudes in relation to Linguistic Ideals of the Students			
		Frecuency	Percentage
Valids	NEGATIVE ATTITUDE	45	90
	POSITIVE ATTITUDE	5	10
	Total	50	100

Chart 3.5 Attitudes in relation to Linguistic Stereotypes of the Students

Attitudes in relation to Linguistic Stereotypes of the Students

		Frecuency	percentage
Valids	NEGATIVE ATTITUDE	40	80
	POSITIVE ATTITUDE	10	20
	Total	50	100

Chart 3.6 Attitudes in relation to the Speakers

Attitudes in relation to the Speakers

		Frecuency	percentage
Valids	NEGATIVE ATTITUDE	40	80
	POSITIVE ATTITUDE	10	20
	Total	50	100

Chart 3.7 Attitudes in relation to Language Learning

Attitudes in relation to Language Learning

		Frecuency	percentage
	NEGATIVE ATTITUDE	45	90
Valids	POSITIVE ATTITUDE	5	10
	Total	50	100

Chart 3.8 Linguistic Attitudes of the Students towards Quechua Language

Linguistic Attitudes of the Students towards Quechua Language

		Frecuency	percentage
Valids	NEGATIVE ATTITUDE	42	84
	POSITIVE ATTITUDE	8	16
	Total	50	100

Chart 3.9 Relation between Linguistic Attitudes Gender

Relation between Linguistic Attitudes Gender

			Gender		Total
			Female	Male	
Linguistic Attitudes	NEGATIVE ATTITUDE	Count	21	21	42
		% of total	42%	42%	84%
	POSITIVE ATTITUDE	Count	4	4	8
		% of total	8%	8%	16%
	Total	Count	25	25	50
		% of total	50%	50%	100%

Chart 3.10 Relation between Linguistic Attitudes and Age

Relation between Linguistic Attitudes and Age

			Age		Total
			From 19 to 22	From 25 to 28	
Linguistic Attitudes	NEGATIVE ATTITUDE	Count	23	19	42
		% of total	46%	38%	84%
	POSITIVE ATTITUDE	Count	7	1	8
		% of total	14%	2%	16%
	Total	Count	30	20	50
		% of total	60%	40%	100%

Chart 3.11 Relation between Linguistic Attitudes and Socioeconomic Level

Relation between Linguistic Attitudes and Socioeconomic Level

			Linguistic Attitudes		Total
			Negative Attitude	Positive Attitude	
Socioeconomic Level	LOW	Count	7	3	10
		% of total	14%	6%	20%
	LOW - MIDDLE	Count	15	4	19
		% of total	30%	8%	38%
Linguistic Attitudes	UPPER - MIDDLE	Count	7	1	8
		% of total	14%	2%	16%
	HIGH	Count	13	0	13
		% of total	26%	0%	26%
	Total	Count	42	8	50
		% of total	84%	16%	100%

Chart 3.12 Relation between Linguistic Attitudes and Semester of the Students

Relation between Linguistic Attitudes and Semester of the Students

			Semester		Total
			First Semester	Last Semester	
Linguistic Attitudes	NEGATIVE ATTITUDE	Count	23	19	42
		% of total	46%	38%	84%
	POSITIVE ATTITUDE	Count	7	1	8
		% of total	14%	2%	16%
	Total	Count	30	20	50
		% of total	60%	40%	100%

STUDENTS' QUESTIONNAIRES