

POSTER_Language Attitude

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Submission date: 08-Nov-2023 03:23PM (UTC+0000)

Submission ID: 215128783

File name: 49714_Junchao_Zhang_POSTER_Language_Attitude_529024_284522552.pdf (725.11K)

Word count: 409

Character count: 2459

Language Attitude in Chinese Ethnic Minority Groups

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Introduction

What to study?

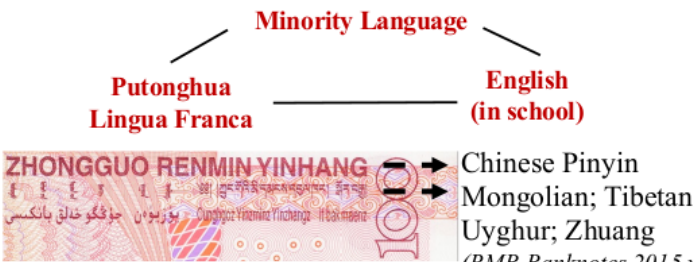
- Attitude**
- State of ‘readiness’ (Kircher & Zipp, 2022)

Language Attitude

- Tripartite model: **affective, cognitive and behavioural** evaluative reactions towards different languages and their speakers (ibid)
- The classic model lacks sufficient empirical evidence especially in a Chinese context

Why study?

- Chinese Context**
- 55 Ethnic Minority Groups (125M people)
 - Speaking over 80 languages from 5 language families. 30 of them have written forms.
 - In regions primarily populated by minority groups, ‘**trilingualism** is usually the norm’ (Wei et la, 2021: 294).



‘China is a **linguistically heterogenous** country’ (Wei et la, 2021: 294).

Research Question & Method

- Q:** Does the classic tripartite model of language attitude fit into the Chinese multilingual groups?

How to study? One possible paradigm ↓

Mixed Method (C. Li & W. Li, 2022; Wei et la, 2021)

- Qualitative:** Semi-structured interviews to form the structure of language attitudes
- Quantitative:** Develop the questionnaire based on the interviews and then conduct the survey, using Confirmatory Factor Analysis (CFA) to confirm the tripartite structure or Exploratory Factor Analysis (EFA) to identify new models.

Example from C. Li & W. Li’s study (2022)

- 5237 students from Enshi **Tujia** and **Miao** Autonomous Prefecture, Hubei, China.
- Han (34.89%), Tujia (42.81%), Miao (16.92%), other minorities (5.38%).

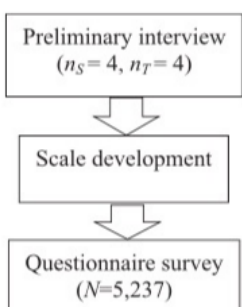


Figure 1: Development process

(C. Li & W. Li, 2022)

‘Themes’ from the qualitative analysis

- Cognition:** useful; important; educated
- Affect:** connected; comfortable; attractive
- Behavior:** study; use; media; class

- ✓ CFA
- ✓ **Convergent validity**
- ✓ **Reliability** (Cronbach’s Alpha)

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Key Findings (C. Li & W. Li, 2022)

YES! The classic model fits well in the Chinese context.

Table 1: Goodness-of-fit for the tripartite model (N = 5237)

benchmark	χ^2 /	df /	CFI > .90	TLI > .90	SRMR < .08	RMSEA [95% C.I.] < .10
Dialect	1013.752***	32	.95	.94	.08	.08 [.073, .081]
Putonghua	1198.530***	32	.95	.94	.05	.08 [.079, .088]
English	1351.650***	32	.96	.95	.03	.09 [.085, .093]
Ethnic	1098.405***	32	.97	.96	.03	.08 [.076, .084]

***p < .001. CFI: Comparative Fit Index. TLI: Tucker-Lewis Index. SRMR: Standardized Root Mean Square. RMSEA: Root Mean Square Error of Approximation

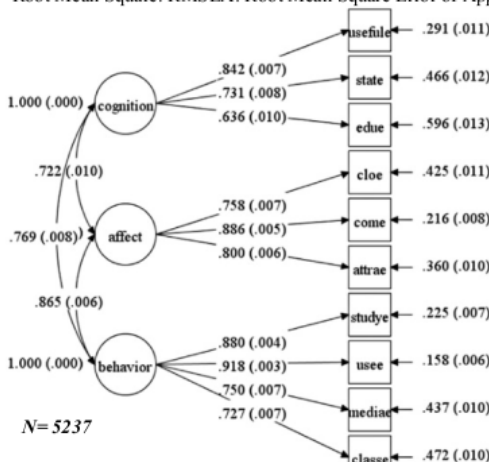


Figure 2: Attitude towards English

Future!

- Attitudinal Difference
- Language Achievement
- Language Identity



Reference

- [1] Kircher, R., & Zipp, L. (Eds.). (2022). *Research Methods in Language Attitudes*. Cambridge: Cambridge University Press.
- [2] Li, C., & Li, W. (2022). Language attitudes: construct, measurement, and associations with language achievements. *Journal of Multilingual and Multicultural Development*, 1-26.
- [3] Wei, R., Jiang, H., & Kong, M. (2021). Attitudes toward trilingualism: A survey study of Chinese Mongolian university students. *Journal of Multilingual and Multicultural Development*, 42(3), 291-306.

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GRADEMARK REPORT

FINAL GRADE

74/100

GENERAL COMMENTS

Feedback Marker 1 JJC

Your work displays an excellent comprehensive understanding of the topic of language attitudes in the Chinese multilingual context.

Visual elements

Your ppt presentation has clear visual impact with a clear inclusion of suitable background graphics to enhance the impact of your ideas. Your poster displays excellent layout and visual impact.

Content

Very good delivery skills, fluid speech without unnecessary pauses. You were fairly nervous, but carried yourself well. Detailed knowledge of key issues. You managed to get the main points across within the timescale in an engaging way. Very detailed references and the structure of the presentation is impressive.

Presentation

This was a clear, well-planned presentation. Clarity and pace was excellent. You demonstrate thorough knowledge of the background research - well done excellent work.

Answering questions

You answered the questions confidently and acknowledged that the Tripartite Model isn't without its issues.- well done. It would be good to hear more about 'affect' and the pedagogical implications of this research.

