

**Attitudes in the Classroom, Attitudes on the Street:
Belizean Creole and the Effects of Setting on a Verbal Guise Study**

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It has been known at least since Creber and Giles (1983) that the context and setting of language attitude surveys can have an effect on the results of those surveys. C&G found that attitudes toward English RP among English school children varied depending on whether the experiment was administered in a formal setting (i.e. a school) or an informal setting, such as an evening youth club. In this 1983 paper, C&G go on to note that there had been scant research on the effects of differing experimental settings up to that time. This is a condition that has persisted cross-linguistically; and, thirty years later in 2013, Prikhodkine and Preston make a similar claim introducing a workshop they organized at *CIL* in Geneva, which takes up the same issues.

The present work, undertaken in 2013-2014 in Belize, varies experimental settings in tests of language attitudes toward regional varieties of Belizean Creole. To do so, we devised a 2 x 2 study, testing two varieties of Creole and two different experimental settings. Using verbal guise tests (Kristiansen 2009) and semantic differential surveys, we tested attitudes toward the Creole spoken in Belize City and Punta Gorda. Specifically, in each city we administered two different sets of experiments. The first set took place in the formal settings of university classrooms at the University of Belize in Belize City and Punta Gorda; the second set was administered in informal street environments in these same two cities. In each city we surveyed approximately 65 participants (n = 40 street interviews, 25 classroom interviews), and we used the same test materials—i.e. surveys and voice recordings—in each location.

Statistical analyses are still under way, but using one-way ANOVAs pairing each setting and language variety, we have thus far found marked differences in the results, suggesting that the change in survey venue does indeed have important consequences. The most striking differences we see so far are among female test participants in the classroom in Punta Gorda, who rated Belize City Creole higher than did their non-classroom counterparts in several categories. For example, compared to the female participants from the street, the classroom women found Belize City Creole more attractive ($F = 15.95$, $p = .0004$), more eloquent ($F = 9.98$, $p = .003$), more friendly ($F = 10.27$, $p = .003$), more hardworking ($F = 4.51$, $p = .04$), and more modern ($F = 4.81$, $p = .03$). Interestingly, the non-classroom PG women found the Belize City Creole to be more ignorant than did their classroom counterparts: ($F = 4.04$, $p = .05$). There are many other differences in addition to these, which space does not allow us to address here. This work thus makes a strong contribution to the study of language attitude methodologies in general; but, there are implications beyond this, as apart from Salmon & Gómez Menjívar (2014) there has been no work whatsoever on language attitudes toward regional varieties of Belizean Creole. This presentation thus adds a piece to this picture as well.

References

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