



MOOC

LINGUISTIC ASSERTIVENESS FOR MINORITIZED LANGUAGE SPEAKERS (ML)

LESSON 4, part 2:

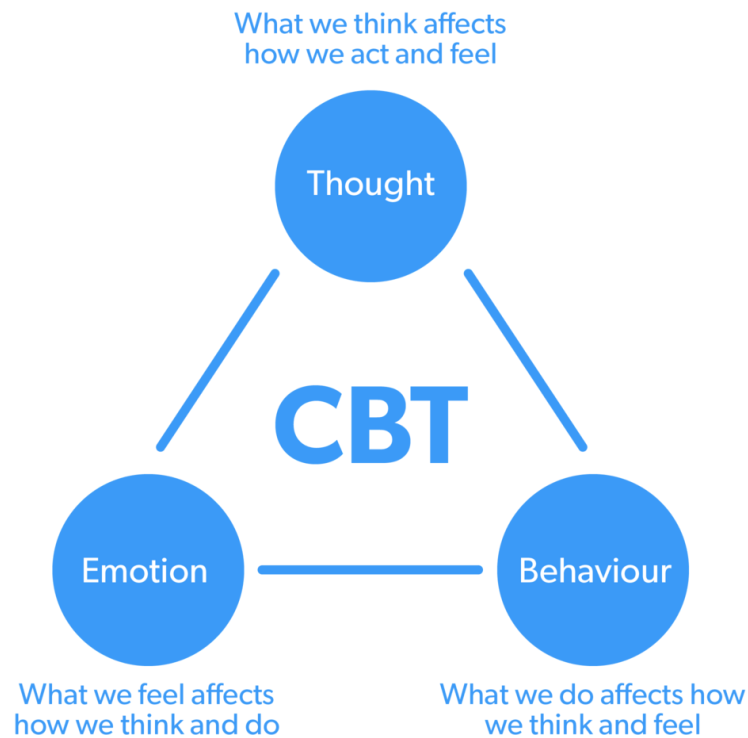
Let's break the silence

In the second part of this lesson we will learn how to break the silence. You will learn about different resources you especially can use in situations within the three green layers we talked about in part 1 of lesson 4. We are doing that based on the cognitive triangle.

1. Cognitive triangle

The cognitive triangle analyses behaviour on three different levels.

1. Cognitive (Thoughts): What do we think in general about certain things and what do we say to ourselves in specific situations?
2. Behaviour (Communication): The things that can be observed. What do we do? Do we speak? Do we go away?
3. Physiological (Emotions): What do we feel?



As you can see in the picture are levels interconnected. If you change one, the other one will change as well. So if you change what you think about something, you will behave differently and you feel different about it. When it comes to changing your language behaviour we will act on the thoughts and behaviour/communication level in order to change the emotional level.

2. Cognitive and communication resources for the green layers



1. At first sight



cognitive resources:

Challenge your own prejudices. *What do ML speakers look like? How do I know they don't speak/understand my ML?*

Self instruction: Let's try!



communication resources:

Speak nice and clear.

Pay attention to your interlocutor

2. Shows poor understanding



cognitive resources:

Challenge your own prejudices: *saying 'what' or 'sorry' doesn't mean your interlocutor doesn't understand or ignores your language.*

Self instruction: I'll express myself clearly



communication resources:

Repeat what you said

Repeat it slowly

Speak louder and/or clearer

Ask for feedback: *Do you understand me?*

3. Is not a native speaker



cognitive resources:

Challenge your own prejudices: *there are people that speak my ML differently, have another accent, are learning the language, can't speak it very well, but would like to learn.*

Self instruction: *I might be helping them learning the language, let's continue speaking in the ML and see how it goes.*



communication resources:

Speak clearly.

Ask for feedback: *Do you want me to speak slower?*

Response prevention: *If there is anything you don't understand, please tell me.*

4. Summary

We have learned how to be assertive in situations where speaking our own language or not is entirely up to us. Our own prejudices are our main obstacle for not using our ML. If we learn to challenge these prejudices, using our ML is going to be much easier and much more fun. Cognitive and communication resources will help us with that.

**Test
yourself!**

[You can find the test to lesson 4 here](#)