

Integrating Language Variation into TESOL: Challenges from English Globalization

CARLA CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

Walt Wolfram

NC STATE UNIVERSITY

November 2, 2012

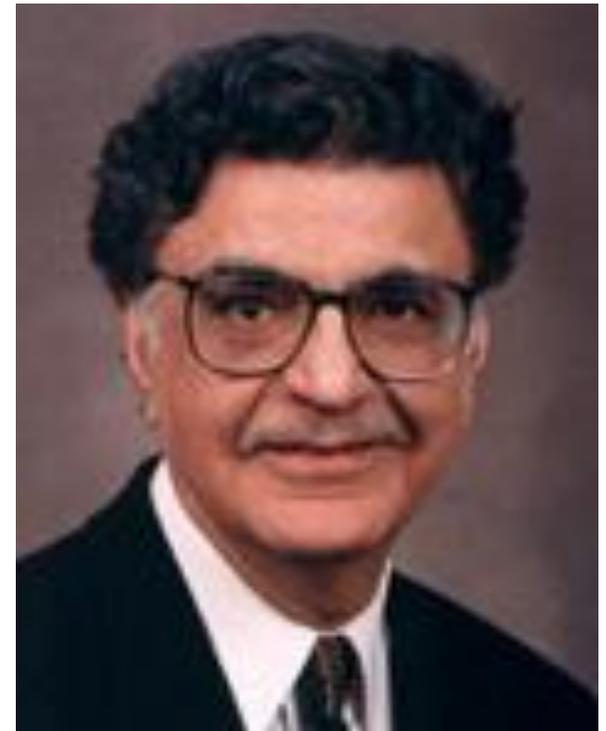


Norms of English

“The question of model for English has acquired immense pedagogical importance. First, non-native Englishes have emerged... Second, this question has been raised with reference to bidialectalism” Braj Kachru

Models for Non-Native Englishes 1986

“...in every community those who habitually use only standard English are in a minority” (Peter Strevens 1972)



Variety in Global and Local Norms

Teaching/modeling the standard norm

<http://www.youtube.com/watch?v=GuN5v6Omd4s>



A Local Southern Teacher's Norm

Teachers, excuse the interruption. An **orange** drop cord is missin' from the custodial **room**. If you have this or have seen it, please return it at this **time** or hit a **call** button.

Again, it's an orange drop cord was taken from the custodial room and they **need** it. Please hit a **call** button if you know where it is or return it. Thank **you**.



Models of Language Learning—and Acquisition

External Models of Traditional Colonial Powers

E.g. Idealized RP; Varieties of British English

Internationally Dominant English Models

E.g. Idealized American English; Varieties of American English

Regional English Models

E.g. Australian English, New Zealand English, South African English etc.

Nativized English Models

E.g. Singaporean English, Indian English, Nigerian English

Non-Nativized Models

E.g. Ghanaian English, Zimbabwean English, etc.

“There is indeed greater emphasis today than in the past on capturing the expanding fusions and hybridization of linguistic forms and the unprecedented variations in global functions of world Englishes” (Kachru, Kachru, and Nelson 2006)

Traditional Approach to Language Variation in Second-Language Learning

- Benign neglect, especially in early-level language learning
- Assumption of theoretical and practical irrelevance in language learning

<http://www.youtube.com/watch?v=wA978v6oO9w&NR=1>

(from “Outsourced”)

- Transmission of language ideologies and prejudice about language differences

Linguistic Profiling

- Definition: Using vocal cues to identifying the probable ethnicity of a person (often over the telephone) and then “discriminating” against that person because of a *perceived* ethnic or social affiliation
- Can happen in many contexts, including employment, housing, access to services, criminal convictions
- Estimated to be between 2 to 4 million cases annually of linguistic profiling related to housing (between 6000 and 15,000 cases per day)
- **Fair Housing Act: Sec. 804. [42 U.S.C. 3604 a-f]** “It shall be unlawful... (b) To discriminate against any person in the terms, conditions, or privileges of sale or rental of a dwelling, or in the provision of services or facilities in connection therewith, because of race, color, religion, sex, familial status, or national origin.”

Results from Webinar Poll

The Observation of Linguistic Profiling

1. Have witnessed LP firsthand
2. Have heard about cases of LP
3. Haven't seen it or heard about LP
4. Think LP a sociolinguistic fabrication



87% of respondents reported witnessing or hearing about cases of linguistic profiling₇

What Language Variation Study Contributes to Language Learning

- Promotes understanding and comprehension of English dialects—a utilitarian and theoretical objective

Comprehend this:

Came out there and said, "I'm studying speech." I said, well, it's *high* [oi] *tide* [oi] on the *sound* [aU] *side* [oi], last night the water *fire* [far], tonight the moon shine, no *fish* [li]. No *fish* [li]. Whatchya suppose the matter Uncle Woods?" 📣



What Language Variation Study Contributes to Language Learning

- Promotes understanding and comprehension of English dialects—a utilitarian and theoretical objective
- Raises sociolinguistic awareness about the role and levels of dialect differences (phonological, grammatical, lexical, pragmatic) in English

Scenes from *Mountain Talk*

(PBS, Doc Channel, etc.)



What Language Variation Study Contributes to Language Learning

- Promotes understanding and comprehension of English dialects—a utilitarian and theoretical objective
- Raises sociolinguistic awareness about the role and levels of dialect differences (phonological, grammatical, lexical, pragmatic) in English
- Addresses language attitudes and ideologies in language learning

HUD Commercial: Linguistic Profiling

<http://www.youtube.com/watch?v=zup2qIFuCDc>



What Language Variation Study Contributes to Language Learning

- Promotes understanding and comprehension of English dialects—a utilitarian and theoretical objective
- Raises sociolinguistic awareness about the role and levels of dialect differences (phonological, grammatical, lexical, pragmatic) in English
- Addresses language attitudes and ideologies in language learning
- Addresses issues of cultural identity and language differences

11-year-old Hispanic girl, lifetime resident of Piedmont, NC

one, two, three, four, **five**, six, seven, eight, **nine, ten**

13-year old brother

one, two, three, four, **five**, six, seven, eight, **nine, ten**



Poll Question

Language Variation in ESL

1. Should be a formal part of ESL programs
2. Should be an informal part of ESL programs
3. Only discuss when initiated by learners
4. Keep the discussion of dialect diversity apart from ESL



More than 85% responded that English dialects should be a formal or informal part of ESL programs

Developing Curricula on Language Variation

- *Voices of North Carolina* dialect curriculum, 8th grade social studies (4th grade version in the works)
- High school Language Arts curriculum on dialect and literature
- 11th grade Language Arts curriculum on pragmatics
- 12th grade Language Arts curriculum on history of English
- Fourth grade curriculum on bilingualism and language differences
- ***Language Variation in TESOL: A Teacher's Toolkit***

VOICES OF NORTH CAROLINA

*Language and Life
from the
Atlantic to the Appalachians*



Jeffrey Reaser and Walt Wolfram

2007

Curriculum at:

http://ncsu.edu/linguistics/research_dialecteducation.php

Language Variation in TESOL: Thematic Units

- Variation in World Englishes
- Comprehending Language Variation—
Locally and Globally
- Systematic Patterning in Language
Variation-phonological, prosodic,
grammar, discourse
- Conversational Differences
- Language Variation
and Prejudice



Informed by Empirical Research: Syllable Timing

PVI Score (lower is more syllabic-timed rhythm)

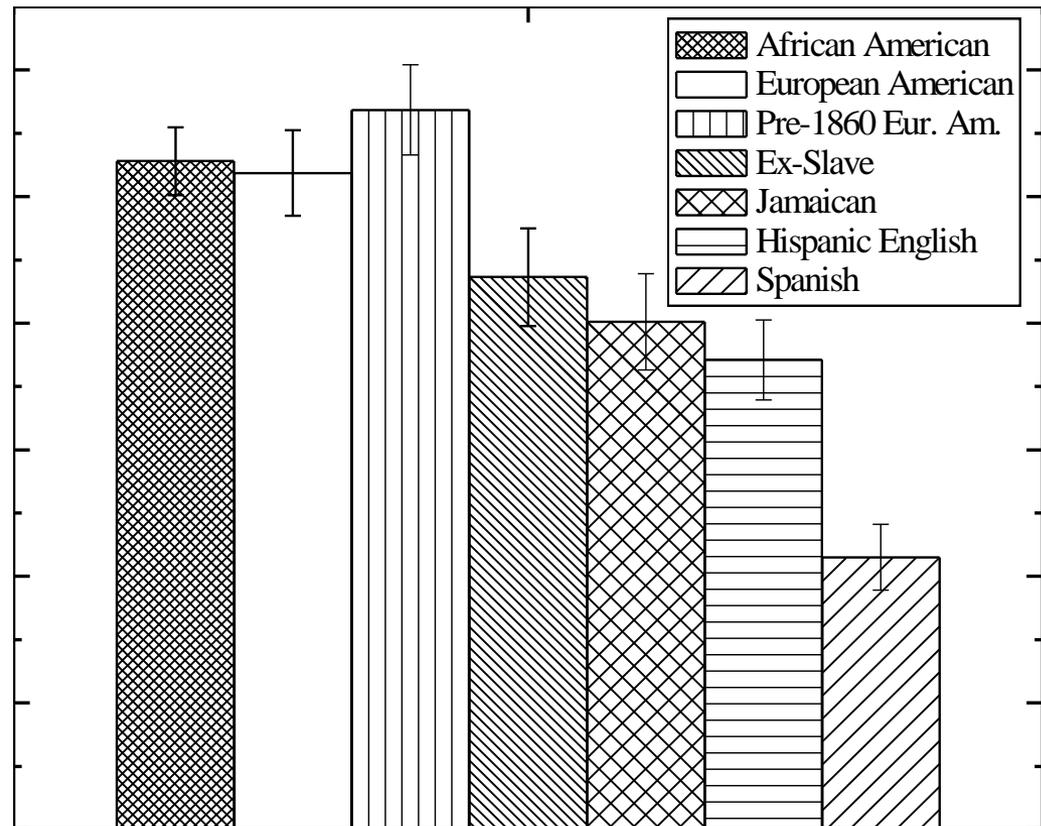
(from Thomas and Carter 2007)

Measurement of Syllable
Rhythm Duration (in ms) of
adjacent syllable (σ) nuclei
measured and compared
using the PVI (Low and
Grabe 1995) **Pairwise
Variability Index (PVI)**

**(PVI) = $|\sigma_1 - \sigma_2| / \text{mean}$
of σ_1 & σ_2**

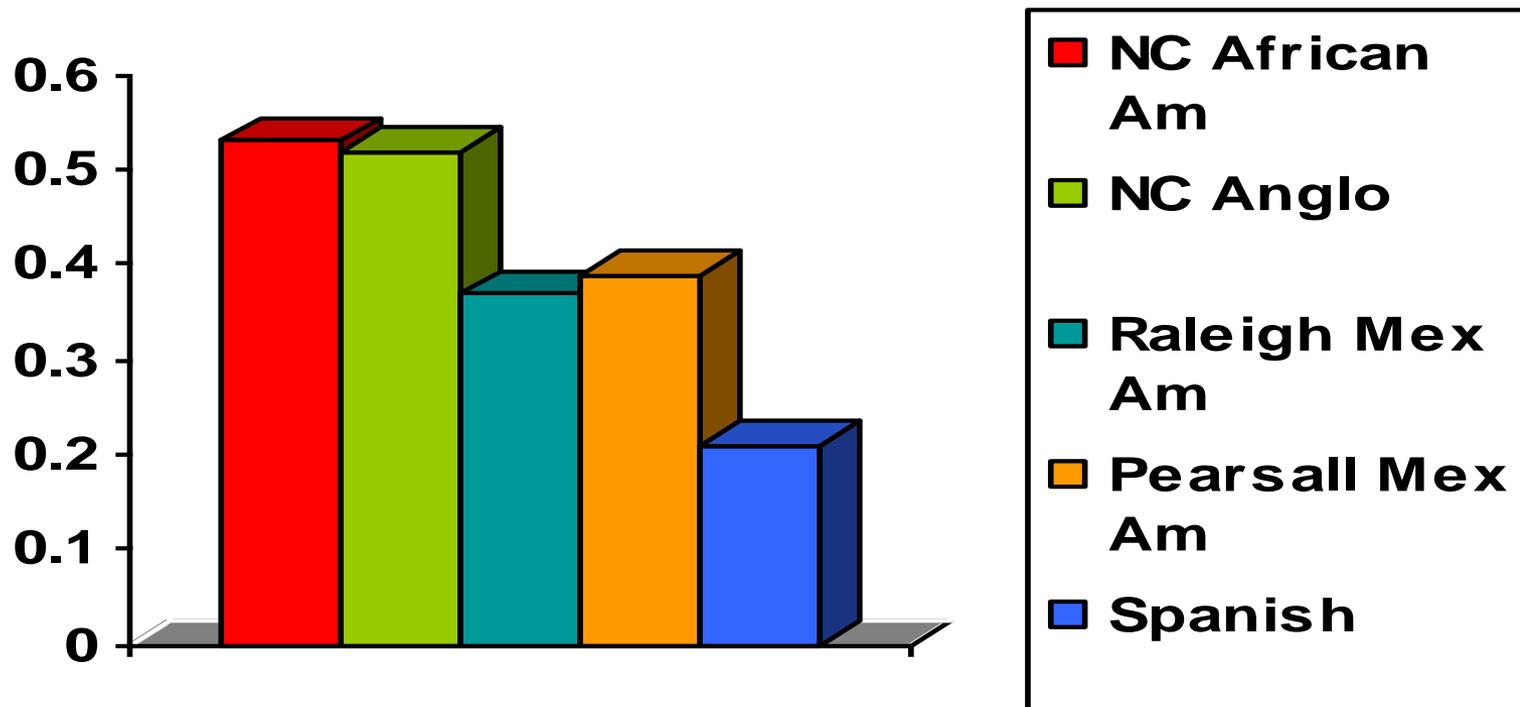
High PVI score = more
stress-timed

Low PVI score = more
syllable-timed



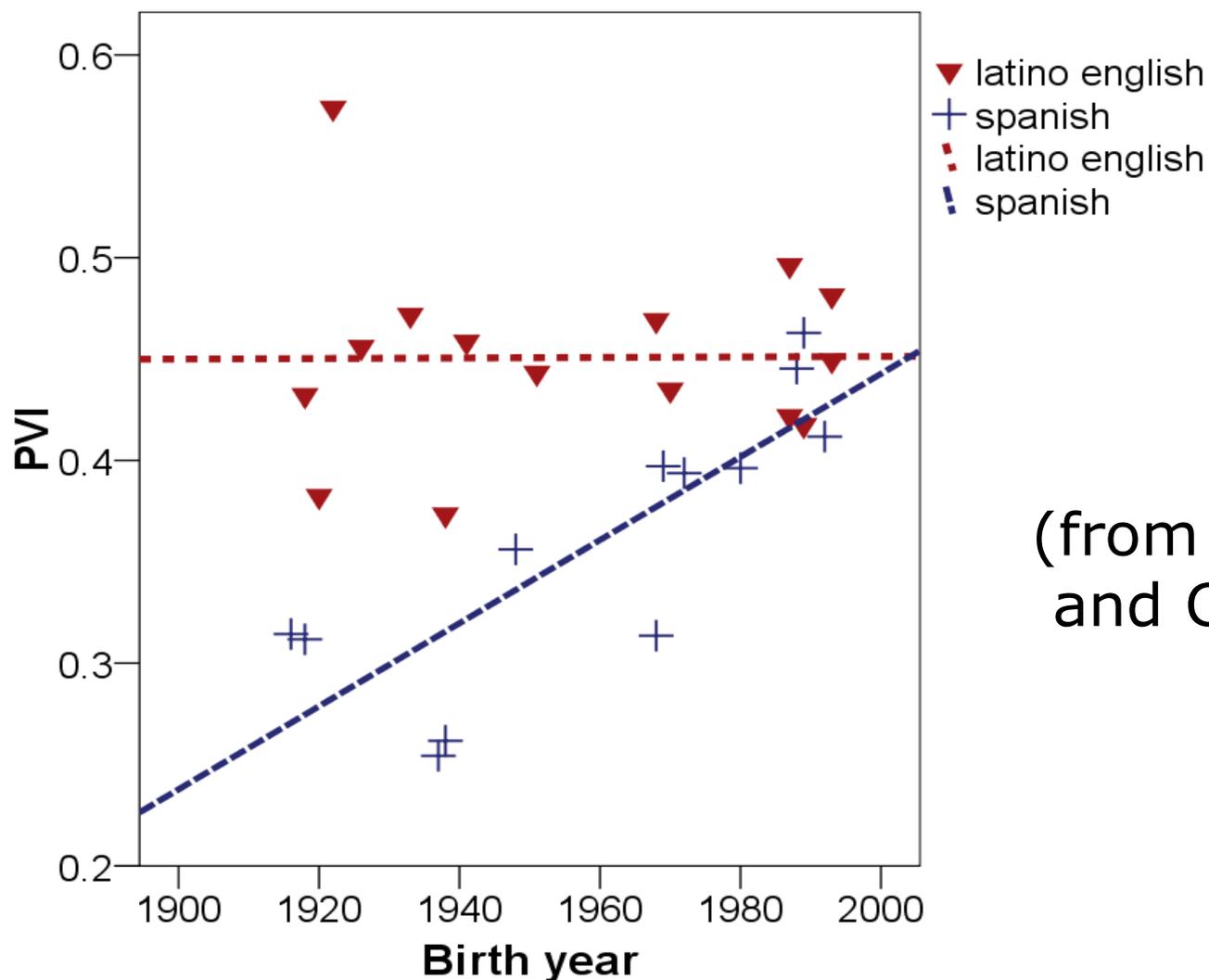
The Continuum of Local Latino and Other Varieties

PVI Score (lower is more syllabic-timed rhythm)





Convergent Timing in a Texas Latino Community



(from Wolford and Carter 2009)

Lebanese in the South

- Approximately 16,000 immigrants in NC
- 5-6 waves of immigrants:
 - Early 1900's- unskilled males in search of work
 - After WWII/creation of Israel
 - 1950's-1960's- students and young professionals
 - 1970's-1980's- escaping the Lebanese Civil War
 - 1990's- escaping occupation
 - Post 9/11 and Iraq Invasion
- Concentration of Lebanese in Charlotte and the Raleigh/Durham area
- Usually middle to upper class, highly educated, business oriented and highly involved in the community

Examples of Lebanese Speakers:

- Shorter term speaker (LOR = 15)



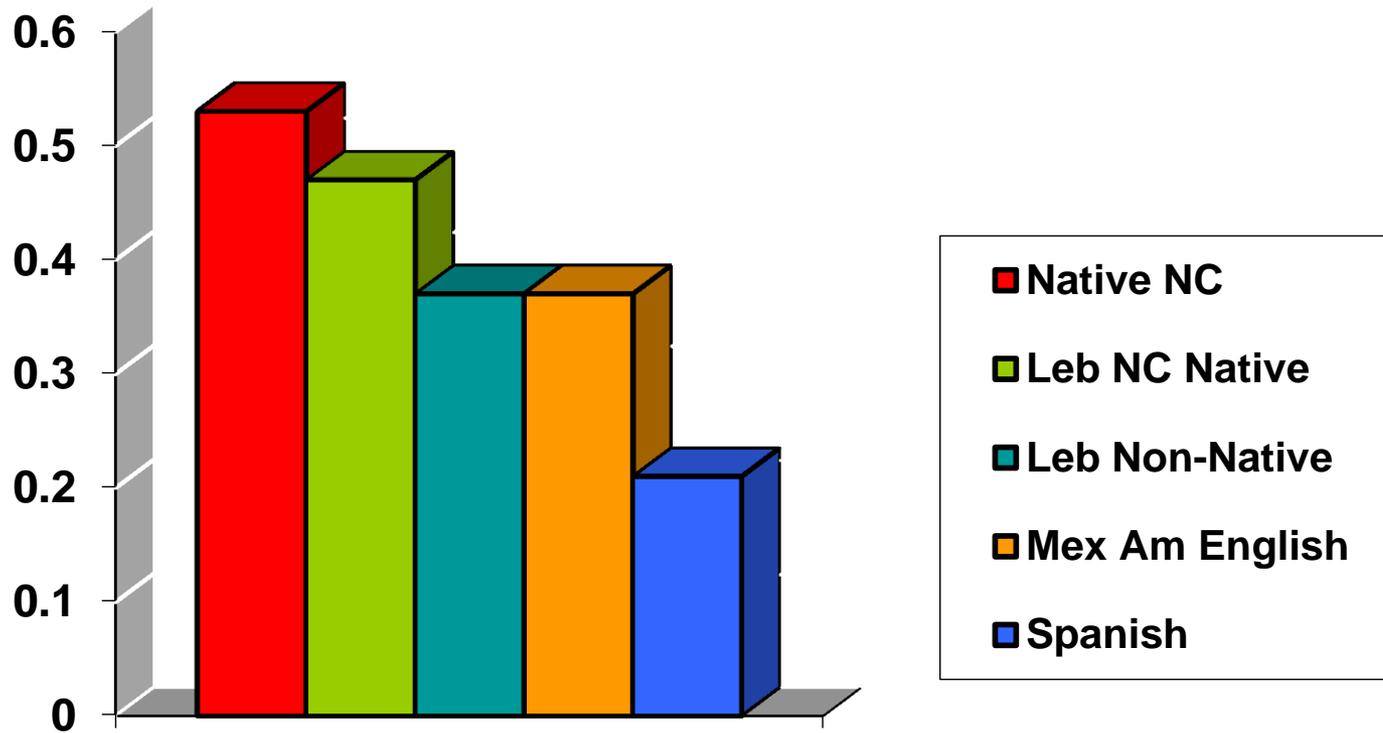
But I don't really remember a certain time, seeing I was like was ten or five, or whatever, because we always visited the city. But it was so much fun, we loved it, we loved it so much to go and visit our relatives there.

- Born in US, First Wave (DOB = 1930s)

Far as I know, the only other Catholic—but I don't know, they coulda been been somebody I didn't know, I was too young—but we had to attend mass in Salisbury



Comparative Syllable-Timing



Measurement of Syllable Rhythm Duration (in ms) of adjacent syllable (σ) nuclei measured and compared using the PVI (Low and Grabe 1995)

High PVI score = more stress-timed
Low PVI score = more syllable-timed

Southern Lexical Infusion in Emerging Latino English

- Early adoption of plural *y'all*
e.g. Can I help *y'all*
- Regional address form *hey*
e.g. we say *hey* to each other
- quotative *be like*
e.g. She's *like*, "Where we goin'"

The Quotative Frame

(Kohn 2007, Kohn & Askin 2009)

The syntactic bracketing of directly reported speech, thought, emotions, mimetic expressions, response calls, etc.

e.g. Yeah, and ***I was like***, “what are you talking about?” and ***she’s like*** “I know the apple laptop cost like nine hundred dollars so don’t tell me this is-” and ***I was like***, “You know how much that purse cost?” and ***she’s like***, “What? Like thirty?” And ***I was like***, “Read the label” And she’***s like***...

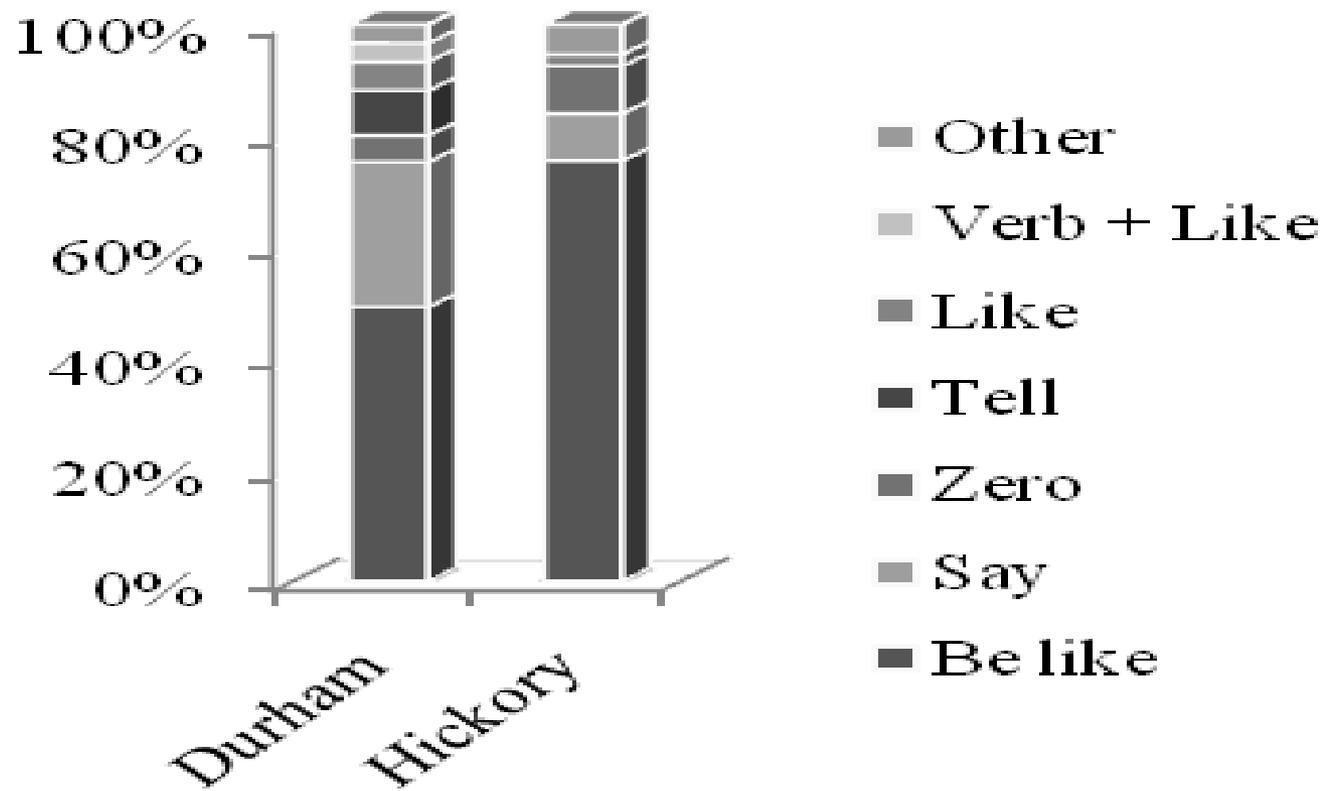
(Hickory female LOR category 3 uses 93 quotatives, 89 of which are *be like*) 

She ***be asking*** me that and I ***be like*** (clicks), “She talked about what he talked about.” 

Factoids about quotative *be like*

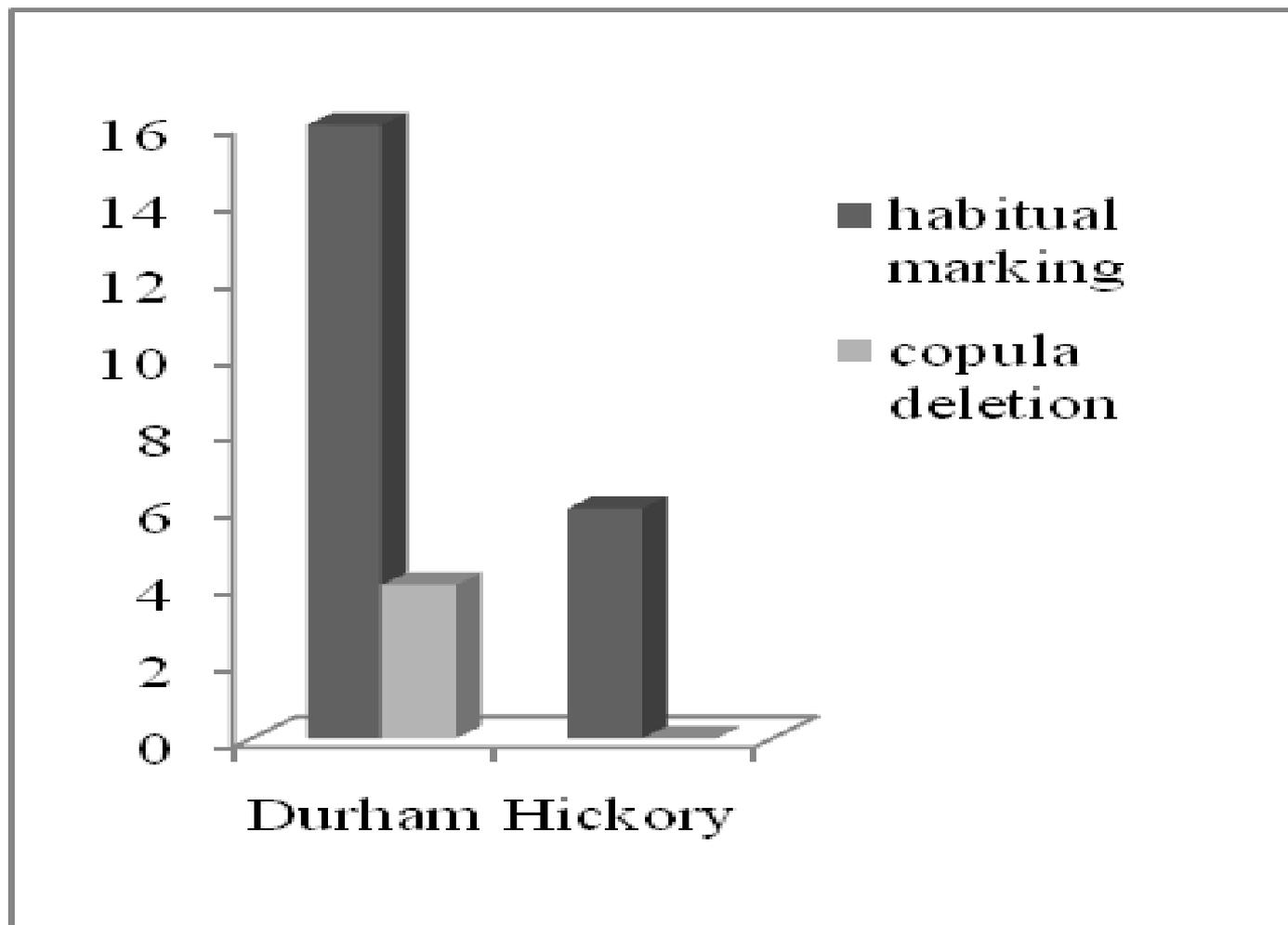
- Rapidly acquired by ESL learners (Ferrara and Bell 1995)
- Rapidly diffused in world Englishes (Tagliamonte and Hudson 1999, Tagliamonte and D'Arcy 2004, Buchstaller 2007)
- Sociolinguistically meaningful and symbolic in both incipient and relatively stable varieties of English

Quotative Comparison: Hickory vs. Durham



(From Kohn & Askin 2009)

Comparison of Habitual *be* and Copula Absence for Quotative



(From Kohn & Askin 2009)

Conclusions about Dialect Accommodation in ESL Communities

Accommodation to local varieties shows great variation, and is affected by a range of structural linguistic, social, and psychological factors; these may include demographic features such as LOR, age, and community ethnic density. At the same time, accommodation may be related to agency, emerging ideologies, and symbolic affiliation

Language Variation in TESOL: A Teacher's Toolkit

Lesson 1: Quiz on English Around the World Quiz Game

Lesson 2: Southern English Dialect Comprehension

Lesson 3: Pin/Pen Merger in Southern English

Lesson 4: No /r/ in New Yawk: Examining /r/ Dropping

Lesson 5: Lovely Rita Meter Maid

Lesson 6: Word Stress and Singaporean English

Lesson 7: Language Prejudice: Linguistic Profiling

Lesson 8: Language Prejudice in Japan: The Kansai Dialect

Lesson 9: Linguistic Prejudice in Popular Culture

Lesson 10: Care and Joy: A Linguistic Plug-In

Lesson 11: Language Change Experimentation

Lesson 12: Conversational Styles

(Camurati 2012)

Video Vignette

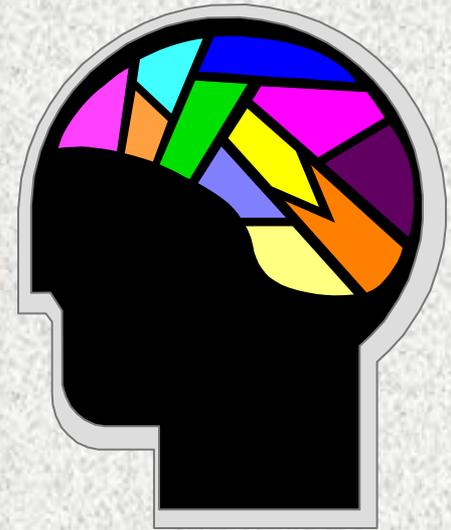
African American English in Context

Scenes from *Voices of North Carolina* (NCLLP 2005)



DIALECT PATTERNING

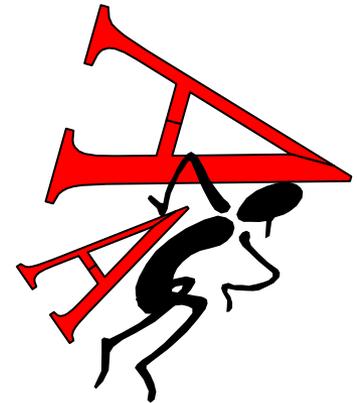
**The Regional
Dimension**



The Use of *A-* Prefixing

Sentence Pairs for A-Prefixing

- 1 a ___ Building is hard work
b ✓ She was building a house
- 2 a ___ He likes hunting
b ✓ He went hunting
- 3 a ✓ The child was charming the adults
b ___ The child was very charming



List B:

A Further Detail for A-prefixing

- 1 a ___ They make money by building houses
b They make money building houses
- 2 a People can't make enough money fishing
b ___ People can't make enough money from fishing
- 3 a ___ People destroy the beauty of the island through littering
b People destroy the beauty of the island littering

List C:

Yet Another Detail for A-prefixing

- 1 a ___ She was discóvering a trail
b She was fóllowing a trail

- 2 a ___ She was repéating the chant
b She was hóllering the chant

- 3 a They were fíguring the change
b ___ They were forgétting the change



Exercise on Dialect Patterning

Choosing the Use of *be* in Sentences



This following list contains data from a test similar to the *a*-prefixing test, where speakers choose which sentence sounded better.

The data are from 35 fifth graders in Baltimore, Maryland, who spoke African American English.



Exercise on Dialect Patterning

Choosing the Use of *be* in Sentences



Notice that the students had a definite preference for one sentence over the other. This indicated that there is a linguistic pattern guiding their choices.

Examine the sentences to figure out when AAE speakers can use *be* and when they cannot



Interpreting Patterns

Number of People Who Chose the Following:

- 1 A **32** They usually be tired when they come home
b **3** They be tired right now
- 2 a **31** When we play basketball, she be on my team
b **4** The girl in the picture be my sister
- 3 a **3** My ankle be broken from the fall
b **32** Sometimes my ears be itching

Applying the Rule



Now that you understand the rule of **Be**,
can you predict its use in the following
sentences?

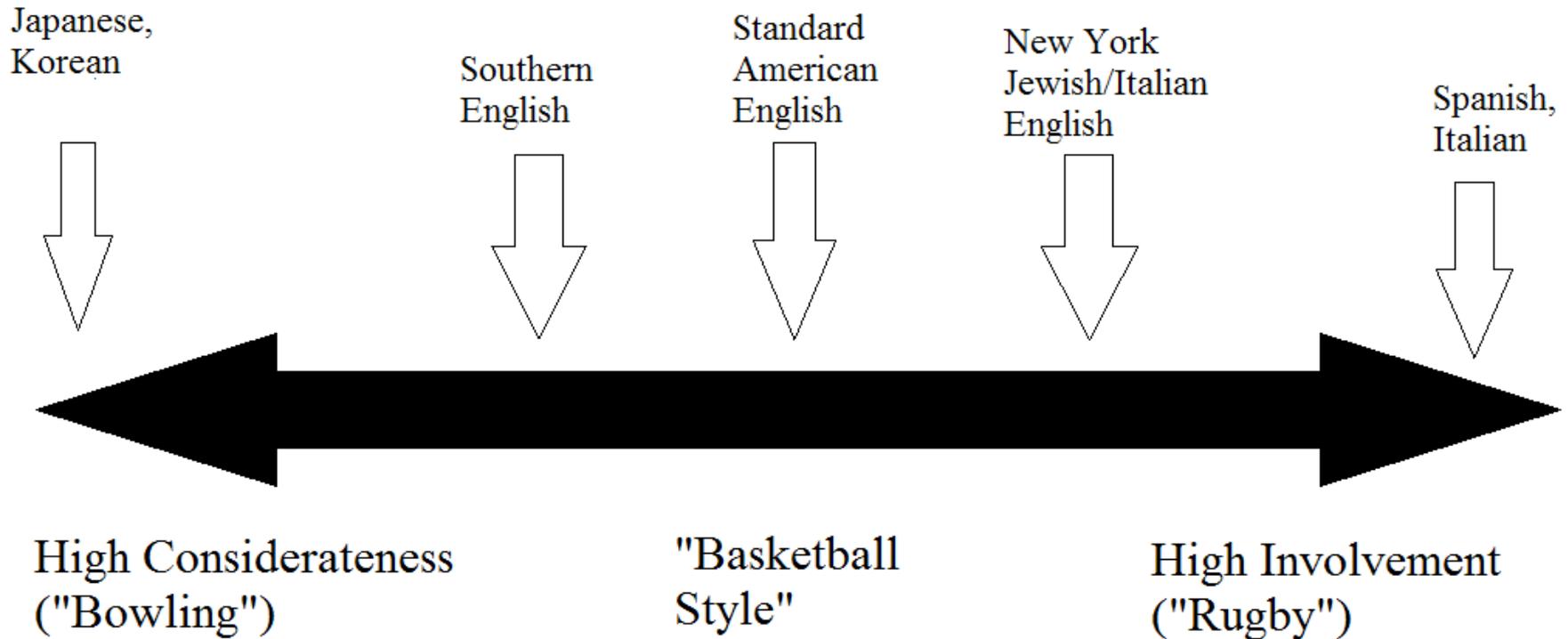
- 1 **Yes** The students always **be** talking in class.
- 2 **No** The students don't **be** talking right now.
- 3 **Yes** Sometimes the teacher **be** early for class

Unit on Language Variation: Conversational Style

Student Demographic: Advanced **Time Allotted:** 1 Hour **Materials:** Southern English Comprehension CD, Worksheet Conversational Style:

Basics: We have seen that all language is governed by rules, be they on the level of sound (such as the pin/pen merger) or on the level of grammar. However, rules also permeate each and every encounter we have with others. Who is allowed to speak? Is one speaker allowed to interrupt another? Should there be pauses, and how long should they be? Of course, there is no single set of rules that set all these parameters in every encounter, even in a supposedly homogenous culture. A college classroom, a volunteer knitting circle, and a neighborhood tennis club will have their own differences. Notable as well are variations in personal style, as some people are more extroverted or introverted. However, cultural groups generally have proscribed rules for conversational behavior. Silence in a conversation is either welcome or uncomfortable. Interrupting your interlocutor is either a rude bid for the conversational floor or a means by which you can show interest and involvement. Like all linguistic questions, there is no *scientific* superiority of one style over the other. Style is culturally proscribed.

Continuum of Conversational Involvement



Conversation as Sport

Rugby: High-involvement conversation styles resemble the sport of rugby in that they are fast-paced with few pauses and that anyone can make a grab for the ball at any time.

Bowling: High-considerateness conversation styles are often compared to bowling. Each player takes his or her turn to play, while his or her teammates and opponents watch. Even though there are two adjacent lanes on which the sport is played, many bowlers consider it bad form to throw the ball at the same time as a neighbor.

Basketball: Standard American English is compared to basketball. It is faster paced than bowling, but does not have players piling up in an attempt to get the ball like rugby.

Activity: Conversational Style



Nick: Hello?

Melanie: Well hey, it's me.

Nick: Oh, hey Melanie. How's it going?

Melanie: Oh, pretty good. Thanks for letting me stay over at your place. How's Buddy doing?

Nick: He's doing all right now. He actually had to have surgery. That's why he was walking funny; it turned out he had a tumor on his leg. * they had to remove it.

Melanie: *Oh no! Is he all right?!

Nick: Yeah, they had to remove it, and now he's fine with it removed. They think he'll make a full recovery. The only hard thing left is he keeps trying to lick his leg*where the bruise is.

Melanie: *Did they put one of those cone things on his head?

Nick: Uh, what?

Melanie: You know, those white cones that stop the dogs from licking themselves.

Nick: Oh, yeah, those.

Melanie: He must HATE that, my dog Mookie always hated that when he had to wear it.

Nick: Yeah, t's not fun for him but

Melanie: Yep, Buddy's so hyper, so I bet he's looking forward to getting it off...

Nick: I guess so but he needs it

Student Responses

Nick's dog Buddy just had an operation. Melanie is calling to ask about him. Nick is from Texas, and Melanie is from New York. Listen to their conversation, and answer the following questions.

Why did Buddy have surgery? _____

Do the veterinarians think Buddy will recover? Yes No

What does Buddy do now that worries Nick? _____

What is Melanie's dog's name? Homer __ Mookie __ Marlow __

What is Nick's conversational style?

High-Considerateness __ High-Involvement __

What is Melanie's conversational style?

High-Considerateness __ High-Involvement __

Do you think there is conflict between Nick and Melanie? _ **Why?** ____

What do you think Nick thinks about Melanie? _____

What do you think Melanie thinks about Nick? _____

Examining Language Prejudice

During phone conversations, it is often possible to tell a number of things about a person based on the characteristics of their voice. You will see a 1-minute commercial produced by the U.S. Department of Housing and Urban Development (HUD). The purpose of this commercial is to raise awareness of how discrimination can occur over the phone. As you watch the video, think of answers to the following:

1. How common do you think it is for people to be discriminated against on the phone?
2. How strong are people's prejudices about language?
3. Why do you think people have such strong prejudices about language?

Summative Activity

Jeopardy

**Dialect
Levels**

**Dialect
History**

**Language
Attitudes**

**Say it
Our Way**

Definition

100

100

100

100

100

200

200

200

200

200

300

300

300

300

300

400

400

400

400

400

500

500

500

500

500

What is syllable-timing?

The pronunciation of each syllable in ***banana*** with approximately the same length

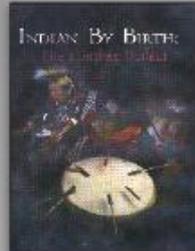


Beyond the Classroom: Venues of Informal Education

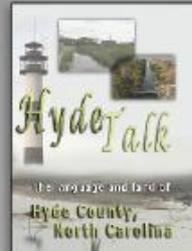
DOCUMENTARY FILM



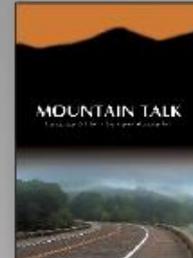
The Ocracoke Brogue
VHS | 1997



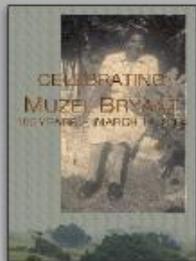
Indian by Birth
VHS | 2001



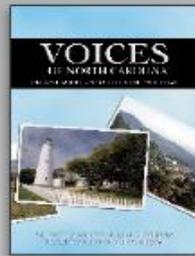
Hyde Talk
VHS | 2002



Mountain Talk
DVD, VHS | 2004



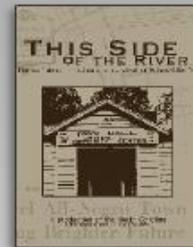
Celebrating Muzel Bryant
VHS | 2005



Voices of North Carolina
DVD, VHS | 2005



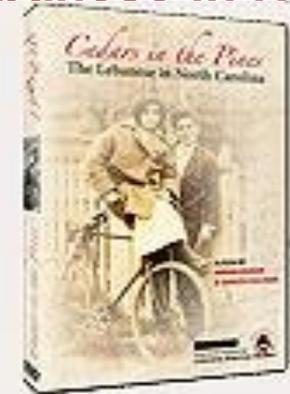
The Queen Family
DVD | 2006



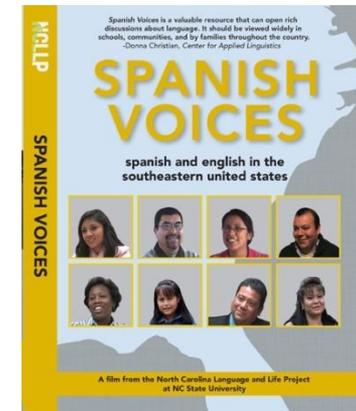
This Side of the River
DVD, 2006

Latest films

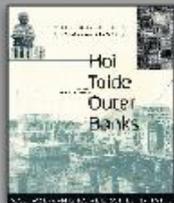
Lebanese in NC



Spanish Voices



TEXT



Hoi Toide on the Outer Banks



Fine in the World

AUDIO CD



Ocracoke Speaks
Audio CD, Booklet | 1997



An Unclouded Day
CD | 2004



The Queen Family
CD | 2006

Exhibition Venues

Museum Exhibits

- ***The Ocracoke Brogue***, 1997-present
Museum of the Ocracoke Preservation Society, Ocracoke, NC
- ***Lumbee Language and Life***, 2001-present
Museum of the Native American Resource Center, Pembroke, NC
- ***Freedom's Voice: Celebrating the Black Experience on the Outer Banks***,
2006-2007
Outer Banks History Center, Manteo, NC
- ***The North Carolina State Fair***
Raleigh, NC 2010-

North Carolina State Fair, Oct. 11-21, 2012



North Carolina State Fair

Language and Dialect Panels at the NCLLP Exhibit



Dialect Quiz

<http://ncsu.edu/linguistics/ncllp/dialectquiz.php>

Dialect Quiz
NC

TEST YOUR TARHEEL TALK!
Guess where in North Carolina a person is from
by listening to their speech

What do North Carolina dialects reflect about the history and culture of the state?

Why do people in different areas speak differently?

Produced by
the North Carolina
Language and Life Project

Skip Intro ▶

North Carolina State Fair

Souvenir Buttons-State Fair



<http://youtu.be/aBXPjowVsG0>

For More Information

**The North Carolina Language and
Life Project:**

www.ncsu.edu/linguistics

Video and audio products:

www.talkingnc.com