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LANGUAGE ATTITUDES, LINGUISTIC KNOWLEDGE, AND THE
MULTICULTURAL EDUCATION OF PRE-SERVICE TEACHERS: A
SOCIOLINGUISTIC STUDY

BY

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DISSERTATION

Submitted in partial fulfillment of the requirements
For the degree of Doctor of Philosophy in Education
In the Graduate School of the
University of Missouri-St. Louis, 2008

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Abstract

This research created, implemented and evaluated the impact of a language unit designed to increase linguistic knowledge and change attitudes toward linguistic diversity for pre-service teachers taking an education class that focused on child and adolescent development at an urban university in Missouri. Both quantitative and qualitative measures were used to document learning and attitude change toward linguistic variety during 4-8 hours of instruction. The language unit included a pretest/posttest design, an overview of general linguistics, phonetics, phonology, sociolinguistics, language acquisition and bilingualism; the unit utilized multiple digital tools (DVD & CD) created by the researcher. Demographic correlates to change patterns were also analyzed. Instructor/student texts generated through on-line discussion board (DB) forums were examined for emergent themes using Discourse Analysis, specifically Systemic Functional Linguistics (SFL) (Halliday, 1975). The language unit was administered in three university classes. As a control, the pretest/posttest was administered to one class that did not receive the intervention. A purposive sample of 60 pre-service teachers took the pre-test/posttest survey. Of those 60 participants, 40 pre-service teachers participated in the DB forums and received the intervention of the language unit. It was hypothesized that a solid curriculum of linguistic information would positively change students' attitudes toward diversity in language. Mixed ANOVA revealed statistically significant changes in the treatment group compared to the control group. Evidence of change was also seen in the qualitative data. Emergent themes included the following concepts: *general content knowledge, language concept knowledge, social language knowledge, standard language knowledge and pedagogical concept knowledge.*

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TABLE OF CONTENTS

ABSTRACT-----	2
ACKNOWLEDGEMENTS -----	3
LIST OF TABLES-----	11
LIST OF FIGURES-----	13
LIST OF APPENDICES-----	14
CHAPTER ONE: INTRODUCTION-----	15
Education, diversity, and multicultural education-----	17
Types of diversity programs-----	21
Language knowledge-----	24
Power, perspective, and language attitudes-----	27
Power, perspective and education-----	33
Power, perspective, and minorities in education-----	35
Statement of problem-----	38
Purpose of study-----	38
Dissertation overview-----	39
Quantitative method-----	39
Qualitative method-----	39
Delimitations-----	40
Definition of terms-----	41
My perspective-----	44
Significance of study-----	55
CHAPTER TWO: LITERATURE REVIEW-----	57

Language attitudes-----	57
Oakland school controversy-----	63
Language attitudes and education-----	63
Language attitudes and society-----	67
Standard language-----	70
Writing and speaking-----	72
Bilingual education-----	76
Sociocultural theory-----	80
Volosinov and culture-----	83
Bruner and culture-----	85
Multiculturalism-----	87
Discourse Analysis-----	89
Technology in education-----	92
Conclusion-----	94
CHAPTER THREE: METHODS-----	100
Mixed methods-----	102
Interaction method-----	103
DVD description and classroom use-----	104
Paper and pencil activities-----	107
Subjects and classes-----	107
Plan modifications-----	107
Lectures and activities-----	109
The Readings-----	114

The Assignments-----	117
Classroom descriptions-----	118
Monday morning class-----	118
Tuesday afternoon class-----	125
Tuesday morning class-----	127
Quantitative method-----	128
Quantitative questions-----	128
Hypotheses-----	129
Materials-----	130
Language attitude scale-----	130
Subjects, classes and consent procedure-----	131
Analysis-----	132
Qualitative method-----	133
Qualitative questions-----	133
Classes and participants-----	134
Materials and consent procedure-----	134
Student and teacher codes-----	135
Analysis-----	135
Conclusion-----	136
CHAPTER FOUR: QUANTITATIVE RESULTS AND ANALYSIS-----	139
Quantitative questions-----	139
Hypotheses-----	140
Demographics-----	140

Gender-----	140
Education level-----	141
Age-----	141
Travel frequency-----	142
Ethnicity-----	143
Languages spoken-----	144
Languages studied-----	145
Validation hypothesis-----	146
Primary hypothesis-----	148
Secondary hypothesis-----	150
Structure and inherent usefulness-----	150
Summary of LAS subscale one-usefulness-----	153
Consequence of using and accepting-----	153
Summary of LAS subscale two- consequences-----	156
Philosophies concerning use and acceptance-----	156
Summary of LAS subscale three-philosophies-----	159
Cognitive and intellectual abilities-----	159
Summary of LAS subscale four-cognitive-----	162
LAS subscale summary-----	162
Quantitative summary-----	163
CHAPTER FIVE: QUALITATIVE RESULTS AND ANALYSIS-----	165
Qualitative questions-----	165
Student and teacher codes-----	166

General content knowledge-----	169
Language concept knowledge-----	171
Language change-----	169
Phonetics, phonology, morphology, and syntax-----	174
1 st and 2 nd language acquisition and bilingualism-----	176
Differences between writing and speaking-----	184
Reading information, lecture information, and activities----	186
Acknowledging the importance of language knowledge----	192
Fears and faulty language concepts-----	195
Lack of experience with language and culture-----	198
“All languages equal” code-----	199
Social language concept knowledge-----	205
Types of variety awareness and acceptance-----	206
Dominant and minority language orientations-----	218
Standard language concept knowledge-----	222
Proper language-----	224
Standard as threat-----	228
Right and wrong-----	231
Pedagogical content knowledge-----	236
Student learning, communication, and curricular ideas----	237
Finger pointing and gate-keeping-----	240
Care for students and classroom observations-----	243
Fears and faulty pedagogical concepts-----	245

Importance of understanding diversity-----	248
Teacher education, responsibility and ability-----	252
Lack of resources and practical concerns-----	254
Overarching trends-----	256
Gender-----	256
Class section-----	269
Language experience-----	275
Teacher codes-----	291
Summary-----	315
CHAPTER SIX: DISCUSSION-----	316
Quantitative data summary-----	316
Qualitative data summary-----	319
Curricular overview-----	325
Overview of materials-----	326
What I learned-----	326
What they learned-----	329
Change steps-----	330
Future curricular plans-----	332
Quantitative and qualitative comparison-----	333
How the findings fit with the empirical findings of others-----	333
How the findings fit with theory-----	335
Implications-----	336
Limitations-----	337

Areas of future research-----	338
Conclusion-----	339
REFERENCES-----	341

LIST OF TABLES

Table 1.	Proposed Lecture topic, activity name, and activity type-----	104
Table 2.	Actual Implementation of Plan-----	108
Table 3.	Lecture topic, activity name, and activity type-----	110
Table 4.	Discussion board forums and readings-----	115
Table 5.	Questions, hypotheses, data collection type -----	133
Table 6.	Gender-----	140
Table 7.	Education level-----	141
Table 8.	Age-----	142
Table 9.	Travel frequency-----	142
Table 10.	Education-----	143
Table 11.	Languages spoken-----	144
Table 12.	Languages studied-----	145
Table 13.	Mean and standard deviation for pre and post content test-----	147
Table 14.	Mean and standard deviation for pre and post LAS-----	149
Table 15.	Mean and standard deviation for LAS subscale 1-usefulness-----	152
Table 16.	Mean and standard deviation for LAS subscale 2-consequences---	155
Table 17.	Mean and standard deviation for LAS subscale 3-philosophies----	158
Table 18.	Mean and standard deviation for LAS subscale 4-cognitive-----	161
Table 19.	General content knowledge codes-----	169
Table 20.	Language concept knowledge codes-----	171
Table 21.	Strategies codes for “all language are equal”-----	200

Table 22.	Social language concept knowledge codes-----	205
Table 23.	Standard language concept knowledge codes-----	222
Table 24.	Pedagogical concept knowledge codes-----	237
Table 25.	Teacher codes -----	292

LIST OF FIGURES

Figure 1.	Comparison of scores for pre and post content test-----	146
Figure 2.	Comparison of scores for pre and post LAS-----	148
Figure 3.	Comparison of scores LAS subscale 1-usefulness-----	151
Figure 4.	Comparison of scores LAS subscale 2-consequences-----	154
Figure 5.	Comparison of scores LAS subscale 3-philosophies-----	157
Figure 6.	Comparison of scores LAS subscale 4-cognitive-----	160
Figure 7.	Hierarchical relationship among code sets-----	168

LIST OF APPENDICES

Appendix A-Demographics-----	358
Appendix B-Content test-----	359
Appendix C-Language Attitude Survey-----	362
Appendix D-Language unit consent-----	365
Appendix E-Three part survey consent-----	369
Appendix F-Language unit requirements-----	373
Appendix G-Consent for participation in video recording-----	374
Appendix H-Parental consent for child participation in video recording-----	376
Appendix I-Assent to participate in video recording (minors)-----	379
Appendix J-Pilot codes-----	381
Appendix K-Dissertation code list-----	382
Appendix L-Teacher code list-----	385

Chapter one

Introduction

The importance of language cannot be understated. Language is "a magnificent ability unique to *Homo sapiens* among living species" (Pinker, 1994, p. 5). In addition, our language ability is considered a key component of mind (Vygotsky, 1981; Wertsch, 1991) and displays the inner workings of the brain (Pinker, 1994). Our language ability allows us to share ideas with others and then pass these ideas on to the next generation. New innovations can remain within a society, so each generation may have access to them until these innovations become commonplace. For this reason, we owe our complex civilization to our ability to communicate, collaborate, and dialogue with others of our species. In this way, humans, apart from any other animal on earth, have the greatest ability to transform their environment and evolve beyond their biology (Bruner, 2002). Language is the fundamental means by which we accomplish these changes.

Language is both personal and communal. It belongs to self and it belongs to everyone at the same time. Language reveals the mind of another and vibrates within a society like a wave. Language exists both inside and outside an individual simultaneously (Volosinov, 1986). Truly, it is part of the culture and part of our identity as individuals. Pinker (1994) exemplified the complexity of language in the following way:

Language is so tightly woven into the human experience that it is scarcely possible to imagine life without it. Chances are that if you find two or more people together anywhere on earth, they will soon be exchanging words. When there is no one to talk with, people talk to themselves, to their dog, even to their plants. In our social relations, the race is not to the swift but to the verbal-the

spellbinding orator, the silver-tongued seducer, the persuasive child who wins the battle of the wills against a brawnier parent. Aphasia, the loss of language following brain injury, is devastating, and in severe cases family members may feel that the whole person is lost forever. (p. 3)

For these reasons, information about language is vital to educators. Educators need to be able to communicate effectively, evaluate student learning based on cognitive achievement, not cultural competence, and affectively connect with the students who he/she will meet in the classroom. While the study of language has many benefits for everyone, for pre-service teachers it becomes more critical as they train to enter tomorrow's diverse classrooms. Without a fundamental focus on language, these students might not gain the skills they need to be successful in the classroom. For in-service teachers currently working in the field, language information is essential as they negotiate within the classroom each day.

The knowledge of language based on information presented from a linguistic perspective can provide insights into many other fields of study, making language an ideal medium to study. For instance, the study of language acquisition provides a means to understand other developmental and biological processes in human development such as brain and social development. Furthermore, one tired dichotomy in education has been the nature vs. nurture debate. The study of language acquisition is the perfect mix of environmental, social and biological factors leaving no room for useless debates and dichotomies. Lastly, the linguistic perspective can provide evidence to study elements of diversity, power, and oppression (Godley, Sweetland, Wheeler, Minnici & Carpenter, 2006).

Therefore, this study hopes to show how language information presented from the linguistic perspective can teach pre-service teachers about many issues including sociocultural and biological processes in humans. A language unit designed for pre-service teachers was created. This project measured the effects of implementing a linguistic knowledge and language unit with pre-service teachers. The main focus of the research is to provide contemporary linguistic information to pre-service teachers in order to add to their understanding of teaching diversity. This study assessed content knowledge about the study of linguistics, demographic information, and language attitudes of pre-service teachers before and after exposure to the language instruction. This research also gave me the opportunity to improve my own practice as an educator through the development and implementation of the unit in three education courses. Lastly, this study used Discourse Analysis strategies to document, evaluate and explore language attitudes and content knowledge about linguistics among pre-service teachers through analysis of generated Discussion Board (DB) forums set up for each class in Blackboard, an online support system. Themes and trends revealed in the written texts by pre-service teachers and the instructor were explored using Systemic Functional Linguistics (SFL) (Halliday, 1975).

Educators, diversity, and multicultural education

The population of language minority students entering US schools is growing. Currently, language minority students make up approximately 20 % of the US school population (The National Center for Educational Statistics, 2006). Furthermore, the number of language minority students has more than doubled between 1979 and 1999 (NCES, 2003). This number is only predicted to rise. A Department of Commerce 1996

report projects that by the year 2050, African American, Asian American, and Latino students will constitute close to 57% of all US students (As cited in Dieker, Voltz & Epanchin, 2002). The most recent reports show that "America's growing diversity has reached nearly every state" (Ohlemacher, 2006, para. 1).

Along with the change in demographics comes the poor academic performance of many minority students. Often referred to as the "achievement gap", this issue has been a focal point in education since the 1960's. Current studies indicate a continuation of this trend. For instance, Lee & Slaughter-Defoe (1994) reported on the gap in literacy between minority and non-minority students. The College Board (1999) showed many gaps according to different indices of achievement. Most recently, White-Clark (2005) reported that African-American and Latino students from low socioeconomic backgrounds are two years behind other students in the fourth grade and nearly four years behind by the twelfth grade.

Most interesting, Artiles, Barreto, Pena, & McClafferty (1998) emphasized not only the low academic performance of non-mainstream students but also the increasing gap between the sociocultural backgrounds of teachers and students. In fact, White-Clark (2005) contends the following:

The number of minority students in our schools is rapidly increasing
...Simultaneously, the number of minority teachers is decreasing. In 1974, 12.5% of full-time public school teachers were black, compared to only 9.2% in the 1990-1991 school year. Currently, approximately 13% of teachers are of minority descent (Black, Hispanic, and Asian/Pacific Islanders), and more than 40% of the schools across America have no minority teachers. (p. 23)

Furthermore, De Onis (2005) believes that "the unmet needs of what today can be considered a 'majority' of students in the United States, coupled with the dramatic shift in the ratio of minority students to White, middle-class teachers in the public schools, has reached crisis proportions" (p. 206). Many other studies have reported a lack of diversity among pre-service teachers (Grinberg & Goldfarb, 1998; Lawrence, 1998; Meier & Stewart, 1991). The trend continues to show that mostly White women enter the profession of teaching. These women are either upwardly mobile working class women or already established middle class women. Historically, teaching has provided members of the lower- and working-class a means to enter middle-class status (Lortie, 1975). Moreover, the majority of teachers and those in teacher education programs continue to be "predominantly Caucasian, middle class and English monolingual speakers" (Rao, 2005/2006, p. 24). Also, universities tend to be dominated by 70% male faculty members and 93% White faculty members (Grant & Koskela, 1986). These findings indicate that the teaching profession is largely made up of a monocultural and monolingual population with women responsible for primary education while men dominate higher education.

Typically, dominant groups lack the knowledge and specialized skills to meet the needs of culturally and linguistically diverse student populations. Osajima (1995) asserts that "the majority of White students have lived racially isolated lives" (p.133). Martin (1995) argues that "since most prospective teachers attended schools dominated by middle-class White teachers and other White students, many of them enter the university oblivious to issues of diversity" (p. 10). According to the National Center for Educational Statistics (1999 as cited in Rao, 2005/2006), the majority of teachers report

that they were not prepared to teach specialty areas such as culturally and linguistically diverse (CLD) students.

A White teacher's limited experiences with cultural diversity impact greatly upon his or her ability to teach culturally diverse student groups. For this reason, the idea of including diversity training in pre-service teacher education programs began to emerge in the early 1970's. Institutions seeking National Certification Association of Teacher Education (NCATE) accreditation began to incorporate the multicultural perspective into their programs during this period (De Onis, 2005). "The belief that teachers, rather than students, needed fixing also gained currency within the academic community" (Soto and Richardson, 1995, p. 203). Similarly, teachers were seen as the fundamental element for change (Goodlad, 1984). Fullan & Stieglebauer (1991) assert that "educational change depends on what teachers do and think-it's as simple and complex as that" (p.117).

The need for pre-service and in-service teachers to understand the experiences and developmental needs of a diverse student population justifies including multicultural topics into the teacher preparation curriculum. Howard (2003) argues the following:

In order to provide more meaningful knowledge and skills for teaching in today's cultural context, teacher-educators must be able to help pre-service teachers critically analyze important issues such as race, ethnicity, and culture, and be able to recognize how these important concepts shape the learning experience for many students. (p. 201)

Lastly, Quezada & Romo (2004) contend that

Educators and other leaders must continue to counter the persistence of racial, religious, class, gender, language-based, social, regional and ethnic discrimination

in our society. For public education to meet the civic needs of students and society, educators must be able to envision and promote systematic change that is transformational, not merely additive, fundamental, not merely incremental, and adaptive for all students, not merely technically faster and cheaper. (p. 2)

Types of diversity programs

Diversity programs within teacher-education are implemented in many ways. A traditional method, one that has been used to teach diversity, assumes that knowledge is a morally neutral set of facts and rests in the hands of an expert (Montecinos, 1995). Using this approach, students must look to the teacher-educator for expert advice and techniques that can be applied to particular cases. Often a workshop, Saturday Seminar, or a single course on multiculturalism is offered (Ladson-Billings, 1994). Ladson-Billings (1994) refers to these approaches as the "Foods and Festivals Approach" (p.131). The traditional method has been criticized for many reasons including its over simplistic view of cultural diversity which reduces members of minority groups into stereotypes (Ladson Billings, 1994). Instead, most multicultural advocates advise changing from approaches that are simply superficial acknowledgements of diversity to more profound examinations of how issues of ethnicity, language, and culture affect schools (Banks, 1991; Ladson Billings, 1994).

Others have proposed approaches to multicultural education that aim for social change. According to Banks (1991), multicultural education is defined as, "a reform movement designed to bring about education equity for all students, including those from different races, ethnic groups, social classes, exceptionality, and sexual orientation" (p. 4). Bennett (2001) includes the ideals of social justice that would eradicate forms of

prejudice and discrimination to allow for educational excellence and high levels of academic achievement for all students. Lopez-Mulnix & Mulnix (2006) define "multiculturalism as the effective awareness, sensitivity, and practices that embrace human diversity through recognizing strength in different cultural values, styles of communication, interactions, and time constructions" (p. 7).

Typically, programs that seek social transformation study social relationships and social stratification. In particular, social transformation programs focus on issues of racism, sexism, classism, among others and are studied in various ways. According to Sleeter (1992), multicultural education for White teachers involves activities that would help them examine their privileged status and uncover the various strategies they use to restructure their thoughts about race and education. This point of view focuses on getting the students to not only see power dynamics within society but also their place within that power structure. More importantly, teachers are seen as instruments of change for society.

Instructors often examine democratic principles, citizenship skills and the process of democracy as it exists in the US system (Andrezjewski, 1995). This type of exploration uses compelling historical and legal evidence to explore diversity. Again, power structures are studied but often this approach encourages and believes in participatory or representative government. Likewise, from this perspective, all citizens have a responsibility towards social action (Andrezjewski, 1995). Other methods critically analyze the media, the myth of objectivity, as well as studying issues of race, gender, class, disability, sexual orientation, or other (Andrezjewski, 1995). All of these methods and approaches are known by many different names. Emancipatory pedagogy,

critical teaching, transformational education, or multicultural education are just some of the terms that might be encountered (Sleeter & Grant, 1999).

Only a few methods use scientific knowledge to teach diversity. One such program includes the Center of Human Origin and Cultural Diversity (CHOCD) at the University of Missouri St. Louis (UMSL). "We discovered that by introducing and applying anthropological knowledge we were, in fact, modeling a new approach to diversity education" (Ashmore & Reidhead, 2004, p. 23). This program uses fundamental scientific concepts and tools to explain ethnicity. For example, the ulna bone measurement and its relationship to height are used to explain biological human universals that transcend ethnicity or other societal issues. An exploration of skin color and a study of hominid ancestors further emphasize biological and anthropological universals. According to Ashmore & Reidhead, (2004) this program teaches "the evidence of a common African origin of humankind; how data are collected, analyzed and interpreted; how humans adaptively differentiated to become who we are today; and the commonalities that biologically bind us still" (p. 23). Using science offers compelling evidence to support views that embrace diversity.

The use of language as a medium to explore diversity with pre-service and in-service teachers has not been done extensively (Godley et al., 2006; McKay & Hornberger, 1996; McKay & Wong, 1988). Language plays a part but it is usually periphery rather than the main focus (Heath, 1983; McKay, 1991). The lack of focus on language might be due in part to the fact that linguists use their expertise for fields other than education. While linguists can be found in second language acquisition fields of education that includes ESL or bilingual education programs, these types of programs

also exist on the perimeter of the mainstream education system (Hamers & Blanc, 2000). Also, linguists do not necessarily employ their skills for the sole purpose of social action. Thus, few linguists are available to inform the field of education about linguistic principles that are fundamental to an understanding of diversity issues as well as essential in understanding other societal forces and power structures. Furthermore, there is a need for linguists to apply their knowledge and skills toward social action in the educational arena.

Language Knowledge

Linguistics is the scientific study of language. Linguistic knowledge is important to many fields of research. For instance, the field of psycholinguistics studies the psychological and neurobiological factors that enable humans to use language. The modern study of psycholinguistics uses knowledge from biology, neuroscience, and cognitive science to study how the brain processes language. Psycholinguists connect medical science and linguistics. A subfield called neurolinguistics concerns itself with the study of linguistic deficits resulting from specific forms of brain damage called aphasia.

Much about what is known about anatomical and physiological development of language today is based on technological advances in computer technology and medicine (Pinker, 1994). These advances allow more detailed pictures of the brain. For instance, computerized axial tomography (CT or CAT) and magnetic resonance imaging (MRI) reconstruct the image of a living brain in cross-section by use of computer algorithms. In addition, a picture of metabolic activity within a slice of the brain can be seen by use of Positron Emission Tomography (PET) scans (Pinker, 1994). Neurologists and researchers use these techniques to see language in action within the human brain.

Another field that makes use of linguistic knowledge is computer science. Speech synthesis and speech recognition use phonetic and phonemic knowledge to create voice interfaces in computers. Computational linguistics studies how natural languages work and tries to apply that information to computer technology to create computers that can communicate closer and closer to human speech (Pinker, 1994).

It is also interesting to note that a linguist is greatly responsible for the cognitive revolution. According to Bruer (1993),

In his paper for the MIT symposium, the theoretical linguist Noam Chomsky began by showing that a grammar built strictly on behaviorist principles could not account for our ability to generate and understand a potentially infinite number of sentences, most of which have never been heard before and some of which could be infinitely long. (p. 9)

According to Pinker (1994), Noam Chomsky is "perhaps the person most responsible for the modern revolution in language and cognitive science" (p. 8). Chomsky's notions of language acquisition as a natural biological function of the human condition were revolutionary:

By performing painstaking technical analysis of the sentences ordinary people accept as part of their mother tongue, Chomsky and other linguists developed theories of the mental grammars underlying people's knowledge of particular languages and the Universal Grammar (UG) underlying the particular grammars. (Pinker, 1994, p. 10)

One of Chomsky's goals was to find linguistic universals that can apply to all human language. One interesting insight found that "linguistic forms are infinite in

number, because they are created by a discrete combinational system" (Pinker, 1994, p. 238). This system is interestingly the same type that governs the base pairs in Deoxyribonucleic Acid (DNA). In this way, language is related to biology and thus can be compared to other biological systems. Like the use of scientific knowledge to teach diversity, Chomsky's ideas and the work of other modern linguists provide compelling evidence that supports diversity and cannot be dismissed easily. For linguists, Chomsky's ideas, supported by centuries of descriptive linguistics (Volosinov, 1986; Vygotsky, 1981; Cardona, 1991), finally put to rest old notions of linguistic superiority of one tongue over another. This view of linguistic equality has the possibility to transform many other fields of study especially education.

Yet, there is still a qualitative difference between how linguists and non-linguists view language (Lippe-Green, 1997). Like biologists or zoologists, linguists agree on certain fundamentals:

Linguists are often impatient when they are cornered at cocktail parties and asked to debate language issues which to them pose no debate, just as geologists and biologists would be hard-pressed to debate (with any degree of seriousness or interest) arguments against evolutionary theory based on the writings of the Bible (Lippe-Green, 1997, p. 9)

An understanding of evolution and its processes is background knowledge or schema that is needed for serious investigation. Lippe-Green (1997) outlines four aspects that are considered fundamentals of language among linguists:

- All languages change over time
- All language varieties are equal in linguistic terms

- Written and spoken language are historically, structurally, and functionally different creatures
- Variation is intrinsic to all languages at every level. (p. 10)

Linguists view language as descriptive. The descriptive method is an old tradition of language study that dates back to the 5th century with the grammatical analysis of Sanskrit by Panini from India (Cardona, 1991). The descriptive method is also an essential part of the methodology of cultural anthropology (Haviland, 1993). The method involves making observations, experimentation, and deduction to describe the way in which people actually use language (Lippe-Green, 1997). Linguists assume that language is socially constructed (Gardner & Lambert, 1972; Labov, 1966; Lambert, Hodgson, Gardner & Fillenbaum, 1960). In fact, the definition linguists use to define a language includes the notion of social construction. For a linguist, language is defined as a code, a variety or simply as a system of meaning shared by people. In anthropology, the former definition is often used to define culture in general (Haviland, 1993). Therefore, linguists are not concerned with telling people how they should speak only describing how they do speak. Because of this descriptive and scientific view, many concepts that are common knowledge to linguists are unknown to the average person (Pinker, 1994; Lippe-Green, 1997). This linguistic information about language provides a new perspective for educators to look at the many social issues that they will encounter in the classroom.

Power, prescriptivism, and language attitudes

Non-linguists including educators and employers view language as prescriptive. They prescribe rules to govern what constitutes proper language for those in a society to use. In fact, "most people think prescriptive grammars are the only possible kind, and

these standards provoke little attention in most places outside of the linguistic community" (as cited in Bruthiaux, 1992, p. 221). Pinker (1994) described these people who enforce prescriptive rules as language mavens. More importantly, Pinker (1994) argues that:

Most prescriptive rules of the language mavens make no sense on any level. They are bits of folklore that originated for screwball reasons several hundred years ago and have perpetuated themselves ever since. For as long as they have existed, speakers have flouted them, spawning identical complaints about the imminent decline of the language century after century. All the best writers in English at all periods, including Shakespeare and most of the maven themselves, have been among the flagrant flouters. The rules conform neither to logic nor to tradition, and if they were ever followed they would force writers into fuzzy, clumsy, wordy, ambiguous, incomprehensible prose, in which certain thoughts are not comprehensible at all. Indeed, most of the "ignorant errors" these rules are supposed to correct display an elegant logic and an acute sensitivity to the grammatical texture of the language, to which the mavens are oblivious. (p. 386)

Language mavens explicitly tie value to the prescriptive rules of a particular language. Moreover, they make evaluations about people based on the ability to adhere to prescriptive rules. Bruthiaux (1992) argues that "grammar, virtue, and class have long been closely connected" (p. 222). McGroarty (1996) contends "to many public audiences, change in language standards equals decline, and a decline not just in linguistic mastery but in some ineffable moral attributes, too" (p. 24). Cooper (1989) argues that "a self-confident elite sees the existing order as moral and the standard as a

symbol of that order. A standard language helps maintain a dike against the sea of moral turpitude which threatens to engulf the social, and hence the moral order" (p. 135-136). Ensuring that their students speak "properly" may be seen by teachers as their primary responsibility. Far & Daniels (1986) note that "the idea of propriety in speech is still firmly rooted in American public education and in the professional culture of its teachers" (p. 49).

However, no evidence exists to support these claims of morality or virtue attached to different varieties of a language. Indeed, an established sociolinguistic axiom holds that a view regarding a speaker's language variety represents the attitudes toward that speaker as a member of a certain group (Ryan & Giles, 1982). In other words, prejudice exists not only in racial or ethnic differences but in language differences as well. This view is not a common belief among the general public or among the educated or business community. In fact, the opposite view is held that individuals have control over which language variety they use (Lippe-Green, 1997). Therefore, language variety is subject to ridicule when it differs from the language of power.

Such ideas about language influence who is deemed worthy of pursuing educational endeavors or from receiving employment advancements. For instance, a qualified meteorologist was passed up for a radio job due to his Hawaiian accent (Lippe-Green, 1997). The meteorologist was urged to "seek professional help in striving to lessen this handicap" (as cited in Lippe-Green, 1997, p. 52). Others are often encouraged to speak the mainstream variety of a particular language to ensure success or advancement in the society at large. Winsboro & Solomon (1990) state that "while we must continue to manifest pluralistic approaches to integrating Black English into the

curriculum, as necessary, we must simultaneously teach those who speak with a dialect that a realistic chance of success in American society is frequently based on mastery of standard English" (p. 51). Quirk, (2003) claims that failing to concentrate on teaching a form of the standard language will trap students in their present condition and create a barrier to their educational success. While learning a particular variety may be the practical solution for liberating minority students stuck in poverty, the negative aspects of the message should not be ignored. From this perspective, all speakers of a nonstandard variety must not only defer to a standard form but also accept a stigmatized or less-prestigious position for their local variety. Lippe-Green (1997) contends that this is "a choice of status over solidarity" for a speaker of a minority or nonstandard variety (p. 120). It includes a message that indirectly threatens individuals that opportunities are limited unless changes are made in speech (Lippe-Green, 1997).

Understanding this dynamic is important for educators so that they may develop strategies for overcoming educational resistance. Training educators to enter the classroom as anthropologists is one way to overcome educational resistance and has many benefits (Godley et al., 2006). For instance, Godley et al. (2006) argues that "teaching students to think like linguists helps them to develop their metalinguistic awareness of how and why language naturally varies according to context" (p. 34). In addition, other linguistic tools have been suggested such as contrastive analysis "which Rickford (1999) considers the most important technique recommended by linguists" (Godley et al., 2006, p. 34). Furthermore, learning articulatory phonetics and the International Phonetic Alphabet (IPA) can be used to phonetically describe speech that can aid in differentiating speech problems from dialect differences (Haynes & Pindzola,

2004; Wolfram, 1979). Also, I believe even a rudimentary knowledge of phonetics and phonology can lead to a greater understanding of language studies in general.

For linguists, their function is to describe the language situation but not to attempt to cause change because fighting such natural processes is considered futile (Bruthiaux, 1992). However, an educator's concern is quite different in that his or her primary goal is to be a force for change (Goodlad, 1984). No doubt being cast in the role of linguist, requires the educator to wear two hats simultaneously being both an observing anthropologist and a changing force. These roles can be complementary because using the skills of anthropology can allow the educator to bring about effective change for students.

Many policies within society are affected by negative language attitudes. Crawford (1992) chronicles many language policies that were implemented in the 1980's:

- In Elizabeth, New Jersey, a city whose residents are 30 percent Hispanic, the mayor instituted a "Speak-English only" rule for City workers while performing their duties. He insisted it was "discourteous for City employees to converse in other than English in front of other City employees."
- San Diego grand jury denounced schooling in languages other than English as "un-American." It is asserted that "bilingual education promotes a type of cultural apartheid in that it encourages a dual society."
- A cooperative apartment building in Broward County, Florida, voted to restrict residency to persons able to speak and read the English language. "We screen everyone for the protection of our tenants," explained the co-op's president. "We don't want undesirables living here. And if we can't communicate with people, it creates a real burden."

- Responding to complaints from African-America constituents about Korean, Arab, and Hispanic merchants, an alderman in Chicago proposed that anyone seeking a retail grocer's license should have to pass an English-proficiency test, 'If you don't know English, you can't understand the laws, " he said. "You have to know more than Mexican." (p. 4-5)

Crawford (1992) also describes other examples that simply report bad behavior based on language attitudes:

- Koreans in Philadelphia secured the city's permission to purchase and erect street signs in their native language. Posted in a racially mixed neighborhood, the signs soon became targets for vandalism and angry protest and had to be removed. Local German Americans betraying an ignorance of their own history objected that their ancestors had never enjoyed such advantages.
- At a concert near Boston, when Linda Ronstadt and a Mariachi band performed music from her album, *Canciones de mis Padres*, some members of the audience began to chant "Sing in English." As Ronstadt continued to sing in Spanish, two hundred fans walked out. (p. 5)

These manifestations are just some of the ways in which language is manipulated for less than honorable purposes. As a result, language becomes an acceptable place in society where prejudice can be tolerated (Crawford, 1992; Del Valle, 2003; Lippe-Green, 1997). Worse still, language becomes a means to justify persecution (Crawford, 1992; Del Valle, 2003; Lippe-Green, 1997).

For those not in the field of linguistics or a related field, scientific notions of language largely remain out of reach (Lippe-Green, 1997, Pinker, 1994). Society operates

and makes decisions and choices based on ideas about language. These decisions affect every part of society (Crawford, 1992; Del Valle, 2003; Lippe-Green, 1997). The field of education is no exception.

Educators often come into the profession with a certain view of language that is more prescriptionist in nature (Edwards, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976). These prescriptionist attitudes can negatively affect the education of students as well as perpetuate myths about language (Del Valle, 2003; Godley et al., 2006; Lippe-Green, 1997; Milroy, 1999; Smitherman, 1992). The goal for teacher-educators is to create a way for educators to understand the complex issues of multiculturalism and diversity. A deeper understanding of language can highlight the importance of these multicultural and diversity issues for pre-service and in-service teachers. A greater understanding of language can shed light on false notions about language that equate language variety with the value or the quality of the student. Moreover, it is of vital importance for pre-service and in-service teachers to be aware of the power and value structures that are inherent within communities and how they operate in the social context. Only an understanding of differences and the experience to cope with these differences can aid educators in making valid assessments and proper dialogic responses to the children in their classrooms (McDermott & Gospodinoff, 2003).

Power, perspective, and education

A study of language to explore diversity, no doubt, leads to discussions of power and perspective. An understanding of these issues is easily illustrated with language examples. For instance, the study and examination of pidgins and creoles give students access to many domains of study such as history, linguistics, development, and innate

language features. In addition, other sociolinguistic information such as attitude studies, exemplify how power is played out in society.

These discussions of power and perspective are essential for pre-service teacher who belong to the dominant culture. For those connected to the dominant culture, recognizing power issues can be difficult to see. This is because the institution of education represents the dominant culture's values, history, and of course, language (Bex & Watts, 1999; Del Valle, 2003; Hamers & Blanc, 2000; Lippe-Green, 1997). Furthermore, the educational system privileges the dominant perspective and tends to devalue other cultures (Garcia, 2005). Those in the dominant group come to know these dominant values as common and ordinary and certainly not associated with power.

As for language varieties, again those in this dominant group do not necessarily have a cognizant awareness that a difference exists and any awareness is sometimes an awareness of linguistic supremacy (Edwards 1982; Milroy 1999; Ryan, Giles & Sebastian, 1982). The result of this superior perspective of language often renders the dominant community incapable of hearing and learning from other cultures (Allport, 1958; Delpit, 1990, 1995, Delpit & Kilgour, 2002). "For as long as mainstream students think that another's language is inferior to theirs, they will probably not bother to understand it, and therefore, there will be much about the other that they will always fail to understand" (Delpit, 1990, p. 4). This superior view of language by majority educators is further exacerbated by the monolingual nature of the United States:

White teachers have never encountered another language system which was of any importance to them, which contained its own set of expectations for the right

way to talk. That is, the White teachers by virtue of being monolingual, have always found their linguistic standards applicable (Williams, 1976, p. 49). According to Wiley (1996, p.105), Anglophone countries including the United States often assume that monolingualism "represents an ideal state, whereas multilingualism represents a temporarily abnormal condition" (p. 105). From this assumption, any additional language that is introduced into the community is seen as a problem rather than a resource (McKay & Wong, 1988). Therefore, institutions in any monolingual society often function according to a superior or negative premise.

Power, perspective, and minorities in education

This notion of power can be obvious to those in minority language groups because they not only have a bilingual or bi-dialectical experience but also a bicultural one. With regard to educators, Williams (1976), contends that "black teachers, are of necessity bicultural and bilingual" (p. 49). Furthermore, Meacham (2002) explains that "throughout African American History, a clash between African American common sense and the common sense of the White mainstream produces a new common sense-the sense of 'playing the game'" (p. 196). Playing the game implies an awareness that "many different types of common sense exist simultaneously, with some having more power than others" (Meacham, 2002, p. 196). Often minority pre-service teachers have similar feelings. One African-American elementary teacher recalls her teacher education experiences in this way:

My teacher education was just a joke. I did everything I was supposed to do, but they weren't impressed. I was just too confident and outspoken. So I said to

myself, 'I guess I have to play their game. I had to shuffle my feet; Lisa, I literally had to grin and bow! And then I got an A'. (Delpit, 1995, p. 106)

The idea of "playing the game" can affect even graduate level minority students. Paredes (2000), a minority doctoral student, entitled his first book after completion of his doctoral program *Play the game: How to get accepted and succeed in graduate school*. Paredes (2000) contends that

It does not take a genius to earn a graduate degree! In fact, all you need to succeed in graduate school is an average intelligence, common sense, persistence, and most importantly a knowledge of how the system works. (p. 9)

Clearly, this graduate student felt that higher education required a common sense knowledge of "how the system works" and not a high level of intelligence in order to be successful in higher education. These perspectives show how power can be perceived from a minority viewpoint. For minorities, pretending to value the ideas of the mainstream is all part of the road to success.

Also, the idea to "play the game" is similar to Kohl's (1994) explanation of why some students do not learn in school. Kohl's (1994) idea is that students actively engage in "not learning" (p. 4). Kohl (1994) argues that "not-learning" requires "actively refusing to pay attention, acting dumb, scrambling one's thoughts, and overriding curiosity" (p. 4). According to Kohl, a student's refusal to learn represents a student's most available defense against challenges and conflicts among "personal and family loyalties, integrity, and identity" (p. 6). To say the least, the concept of "playing the game" presents an opportunity for an incentive to learn the dominant culture by giving

minority students a way to reconcile these challenges and conflicts to loyalties, integrity, and identity.

The concept of "playing the game" can also be a great inspiration for educators. Often educators in the public school feel as oppressed by the administration and bureaucracy that supports the status quo as the students (Kohl, 1994; Esquith, 2003). In this way, there is common ground for the students and teachers in which to work. Esquith (2003) as a classroom teacher advocates and practices the rule of resistance to this oppressive system. He describes his defiance in a number of ways including refusing to attend faculty meetings and administer standardized tests. He believes these activities take away from his goal of educating the students. Kohl (1994) advocates for a more conservative application of this rule because, realistically, only certain talented or lucky people could be so defiant and keep the job. Losing a job is perhaps the most extreme consequences to employing this strategy and certainly one of its downsides. Still, Kohl (1994) does advocate for using many methods of deception to combat bureaucracy and oppressive administrative rules. He promotes deceptively teaching in a manner that assures achievement for the students even if this is accomplished behind the back of the administration. In this way, teachers can "play the game" when the administration is looking.

Coming to see that there are other perspectives and that they might have some legitimacy is crucial for teachers since they sometimes represent the first contact between the dominant culture and a culture with lesser power in the society (Edwards, 1983). Giving minority students some type of incentive to learn the dominant culture is another way teachers can encourage buy-in from students. Understanding power and perspective

liberates teachers to make better decisions about classroom interactions (McDermott & Gospodinoff, 2003).

For education, one goal is the academic achievement of all children. Another goal is to promote democratic principles and equality within the classroom. Valid information about language aids in communication and dialogue among students and the instructor. Better communication ensures both equality and quality of education for all students. A comprehensive language unit should include ways for pre-service and in-service teachers to understand multiple perspectives and also provide them with ways to overcome the resistant nature of some minority students (Godley et al., 2006).

The literature review explores these concepts in more depth. However, the overview of the field was included in the introduction to lay out the scope of the problem. This section concludes with a summation of the study, concept definitions, and a personal narrative that locates the author's voice in her personal history.

Statement of problem

The majority of pre-service teachers come from the dominant social group that remains largely isolated from diversity experiences (De Onis, 1995; Osajima, 1995; Rao, 2005/2006; White-Clark, 2005). The dominant social group needs explicit training regarding diversity issues (McGroaty, 1996). Linguistic knowledge is one tool that can be used to teach pre-service teachers about diversity issues in language as well as positively change attitudes towards linguistic variety. Currently, linguistic knowledge is rarely used as medium to teach pre-service teachers about diversity issues in language or to change attitudes toward linguistic variety (Godley et al., 2006).

Purpose of the study

This study examined language concepts and language attitudes of pre-service teachers at a mid-western urban university. The study used a mixed-method approach to collect both quantitative and qualitative data (Tashakkori & Teddlie, 2002). This mixed method research created, implemented, and evaluated a language unit created for pre-service teachers in order to increase linguistic knowledge and change attitudes toward linguistic diversity.

Dissertation overview

A language unit was created to cover topics of multiculturalism as they relate to language. The language unit was presented to forty undergraduates students taking an education course. Twenty participants who will not receive the language unit acted as controls. In total, a purposive sample of 60 pre-service teachers was surveyed for language attitudes.

Quantitative method

The quantitative data were collected by means of a pretest/posttest quasi-experimental study. A pretest/posttest design elicited data to assess the effectiveness of the unit by examining (a) content knowledge gained and (b) language attitude change among pre-service teachers. Demographic patterns were examined in relation to content knowledge and language attitude.

Qualitative method

Additionally, this study evaluated and explored language attitudes and content knowledge about linguistics among pre-service teachers as they are revealed during the presentation of the language unit. Instructor/student texts generated in on-line DB forums were created by the pre-service teachers during the classes receiving the intervention of

the language unit. These Instructor/student texts were examined by using Discourse Analysis to explore language attitudes and concepts. Text Analysis Markup System (TAMS) Analyzer for Macintosh computers helped organize and reveal attitude and concept themes in the data. The main themes in the qualitative data emerged from constant comparative analysis and TAMS results to document students' changing beliefs. A comprehensive code system was generated from this analysis.

This study used a dialogic approach to teaching linguistic knowledge to pre-service teachers. Approaches that support dialogue are considered to be the most effective for instructional purposes (Koschmann, 1999). Furthermore, this study used computer-aided instruction as a tool for communicative purposes. Blackboard software, available through the university, was used to form DB forums. Students and the teacher-educator used these DB forums to reflect and dialogue about readings and classroom activities. Technology, when used as a collaborative or dialogic tool, can enhance these approaches to promote learning (Koschmann, 1999).

This language unit used multimedia and interactive methods to teaching linguistic knowledge to educators. Dialogue was encouraged to emphasize interaction among the class during presentations. Also, the DB forums gave the teacher-educator other opportunities to dialog and explore language knowledge and social issues that teachers are likely to encounter in the today's classroom.

Delimitations

This study focused on pre-service teachers taking an education course at a mid-western urban university. This university has a teacher-education program that is committed to working with local schools that are made up of mostly low-income urban

youth. Moreover, the university teacher-education program emphasizes training teachers to be able to face the diversity that they are likely to encounter in today's classrooms. Many of the education classes have an emphasis on multicultural issues. Therefore for this exploration, a language unit consisting of eight hours of instruction was presented to two classes of students taking an education course toward completing a bachelor's degree. In addition, a portion of the language unit consisting of four hours of instruction was presented to one class of students taking an education course toward completing a bachelor's degree. One class that did not receive instruction acted as a control.

Definition of terms

Anthropology is the scientific study of humans.

Anthropological linguistics studies variation in language across time and space, the social uses of language, and the relationship between language and culture.

Attitude is operationally defined as qualified sets of responses to bipolar adjectives (Osgood, Suci, & Tannenbaum, 1957).

Bilingualism is the development of competencies in two or more languages "to the extent required by his or her needs and those of the environment" (Grosejan, 1982, p 3).

Communicative technologies is the use of technology for collaborative and/or dialogic purposes.

Computer-aided instruction (CAI, or "assisted", "learning", CAL) is the use of (personal) computers for education and training.

Critical reflection is a teaching method that employs self-reflection and analysis as a means to learn new concepts regarding ethnicity and class.

Culturally relevant pedagogy emphasizes using the cultural knowledge, prior experiences, styles and strengths diverse students for the development of intellectual, social, emotional, and political growth of the student (Gay, 2000; Ladson-Billings, 1992).

Description is a method used by linguists to show how language is used in practice within a society.

Discourse Analysis is an analysis approach that examines the social and ideological underpinnings in texts.

Discussion Board (DB) forums are computer based forums set up by the instructor. These forums have guiding questions and attached readings for the students to use for a written reaction. This student generated text can be uploaded to the forum for others students or the teacher to read and respond.

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences.

Educational technology is the use of technology in education to improve learning and teaching. Educational technology is also known as instructional technology or learning technology.

In-service teachers are graduate education students currently teaching.

Institution is any group or collective established with a specific set of goals important to the continuation of the established social structures of the community (Lippe-Green, 1997). An example of an institution includes the education system.

Instructor/student texts are electronic texts generated by the student or instructor and uploaded to a particular discussion board forum.

Language is a code, variety, or a system of meaning shared by humans.

Language concepts are concepts about the biological, theoretical, and philosophical nature of language and language use.

Language contact is when speaker of different languages come into contact and both languages are changed due to this contact.

Language attitudes are "common sense" beliefs about language but are not necessarily based on current linguistic knowledge. In fact, language attitudes are sociocultural constructs that reveal sociocultural beliefs about speaker's of different language varieties.

Language minority students are bilinguals whose native language is something other than the language of power.

Linguistics is the scientific study of human language.

Mainstream student refers to Anglo students since "mainstream is understood to refer not to numerical majority, but rather social prestige, institutionalized privilege, and normative power" (Lee & Luykx, 2006, p. 13).

Mesolect is a code or language variety which contains forms, function and status which fall between the acrolect or most prestigious variety and the basilect or most divergent from the standard form. An intermediate variety of a particular language.

Mixed-method design is a procedure for collecting and analyzing both quantitative and qualitative data in a single study to understand research questions (Teddlie & Tashakkori, 2002).

Multiculturalism is an educational policy that emphasizes the unique characteristics of different cultures by promoting equality, pride of ancestry, and a sense of belonging for the students.

Non-mainstream student refers to non-Anglo students since "mainstream is understood to refer not to numerical majority, but rather social prestige, institutionalized privilege, and normative power" (Lee & Luykx, 2006, p. 13).

Oppression is the negative outcome experienced by people targeted by the exercise of power in a society or social group.

Power is the ability to impose one's will on others, even if those others resist in some way.

Prescription is the laying down or prescribing of normative rules for a language.

Pre-service teachers include any student who takes an education course toward a bachelor's degree.

Prestigious language variety is the variety that is dominant because it is associated with power and considered a highly valuable social trait.

Sociolinguistics is the study of the social aspects of language including cultural norms, expectations, and context.

Sociocultural perspective maintains that mind is formed by living in social communities. Learning occurs on two planes; inter-psychological and intra-psychological.

Stigmatized language variety is the variety that is the non-dominant language that is not considered a valuable social trait.

My Perspective

When I was 15 years old, I went on a "Mission Trip" to Denver, Colorado, with a local Protestant youth group. We taught vacation Bible school to inner city children. The community of children was largely from poor Mexican-American homes. The children were wild, rough, and most of the time- out of control. I fell in love with them

immediately, well maybe not immediately. The first day, they hit me, cursed at me, and tried to grab me in places I did not like being grabbed by anybody. I decided that I no longer wanted to be touched unless it was nice and reciprocated. The next day, I told them my new rule. I had to move fast to keep the kids away from me. There were so many of them but I was too fast and sly. While they chased me, I would tease them for being slow. Little by little, I got to know them. They never got me. After a while, they called a time out and surrendered. After that, I found it easy and fun to get them focused on an activity that I wanted to do. The experience working with this population never left me. I remember coming home excited to tell my parents that I had found my chosen profession. I wanted to work in some capacity with children from poor or disadvantaged homes. Although I knew that I was inexperienced, I felt like I had potential to do much better and to become quite good at it over time. My parents laughed and said that I would never make any money and that in the end it would break my heart. They discouraged me from pursuing this type of work. I didn't like the sound of having no money and a broken heart so I was persuaded for the moment to try something else instead.

I did not find it strange that my parents would discourage me from doing this type of work. The history of my family is very complex. My father was a surgeon from Mexico and my mother, a nurse anesthetist from a small town in western Indiana. I remember watching home movies of my parents operating together in Mexico. I remember listening to the stories of my father's family that were forever wrapped up in culture, politics, and history. I know my parents had great plans. I know their hearts were broken along the road and that they spoke from experience. I tried to follow their advice for that reason.

I grew up in a bicultural Mexican-American household. I traveled several times a year with my family to Mexico. I often heard Spanish in my home and Mexican culture permeated my world with food, art, literature, politics, and history. Nevertheless, I grew up in the middle of the US where there were very few Mexicans nor much of anything else. I was influenced by my parents and siblings to hold the language and culture of Mexico in the highest position. In my house, the Spanish language and Mexican culture were highly valorized (Hamers & Blanc, 2000). I feel very lucky that I grew up in this positive atmosphere.

The different cultural ways between the two countries have always been a source of interest, confusion, and comfort for me. It is not easy to explain these feelings. For me, Mexico is beautiful, magical, mystical, wondrous, dangerous, adventurous, frightening, exhilarating, fun and every adjective any person my age would use to describe how they felt when they first saw *Star Wars*. Almost like another planet. But this planet has some association with me. The people, the culture, the food, the sights, the sounds, the smells, the language, my family; they all connect to me and I love them with a passion. Experiencing this world taught me to appreciate, sometimes with pain, a different way. When it came to time of pain, the high status that this culture had in my family sweetly colored any negative experience that might have occurred. I remember once being accused of loving Mexico more than the United States. I was threatened to "love it or leave it." I am not making this up. Those clichéd words were actually spoken to me with sincerity.

There is, of course, little truth to this claim that I love Mexico more than the United States. In fact, the US is where I longed to be during the times that I felt like I was dying

from Montezuma's Revenge. I can remember that the thought of dying without being home felt so lonely, so foreign, so sad. English was also the language that I dreamed in and the sweet sound I wanted to hear when I awoke. I can remember valuing any literature that I could find in English and cherishing any person who I could find that spoke English. Nevertheless, some attitudes toward diversity in the US, especially in the Midwest, have caused me, at times, to feel agitated and disconnected. I sometimes feel like my heart belongs to one country while my life is lived in another. I face some sort of isolation in either situation.

I found that the study of history, anthropology and politics put these certain experiences into some perspective. When I spent time in Mexico during the 1980's, there was little or no TV and whatever show was played was in Spanish. I was forced to read. Luckily, I had access to many books. My Uncle has a large library in his house. There is also a town library nearby named for my great grandfather-Joaquin Paredes Colin. And interestingly, I discovered that my mother had left literally hundreds of books in English to many people in the town. I would often visit someone's house and that person would take me to a shelf where my mother's books were waiting for me. I was never without a book during this time.

As an undergraduate, I missed another calling to study zoology. It never occurred to me at the time to study this field any further than the requirements of my biology degree. Nevertheless, zoology was one of the only fields in the college of science for which I had great interest. The study of zoology provides an in depth look at the biodiversity of life that is here on this planet today as well as creatures from the past that are long since extinct which means that paleontology and anthropology-my other interests- can be

included. The study of zoology has many parallels to linguistics. For example, linguists look at language diversity in the same way that zoologists look at biodiversity. They both believe that maintaining the diversity is the healthy state of nature. To linguists, losing a language is like losing a species for the zoologist. For that reason, linguists are not quick to promote people to abandon their native language for the dominant language.

Nevertheless, a general biology degree was the most logical field to choose because if I wanted, I could apply to medical school afterwards. I would be much more limited with a zoology degree. Of course, I never made it to medical school, not even close. Therefore, it ended up making absolutely no difference what science degree I have or even if I have one at all. In hindsight, a zoology degree would relate far better with my present work.

After finishing my undergraduate education, I worked in social work doing child welfare and transient care. My job in child welfare seemed to be the right choice of career for me considering my interest in working with disadvantaged children. And I was right. I loved my kids. I loved many of the parents. I loved my time in this field and learned so many things. I was able to visit maximum-security prisons, to testify in juvenile court cases, and to work with children and families from a myriad of backgrounds and social issues.

Nevertheless, after working for three years as a field caseworker, I was burnt out. I got tired of struggling against the bureaucracy and hypocrisy of the child welfare system. I was most disturbed that the parents who could not afford a lawyer were at the mercy of the court. The parents would be given a public attorney who would confer with the judge and states attorney, and representatives of the Department of Children and Family

Services (DCFS) as to how to guide his clients. The state's attorney and DCFS had one goal in mind: to get the parents to sign guardianship over to DCFS. The parents would lose their all rights over their children with that signature. They would be advised by their lawyer that the only alternative was signing the paperwork and agreeing to work with DCFS on a case plan to obtain the children back. This choice is far from their only alternative but they were not offered any other legal option.

It is true. A few children are saved by the fact that DCFS gains guardianship. But the vast majority of children are lost forever. I felt sick being a part of it in the end, but as I said I was burnt out. It also didn't help that the level of education that I had attained before my tenure as social worker would not allow me to advance to higher positions within the system. For those reasons, I left social work and decided to give education another try.

I found out quickly that the schools of social work are overrun with applications to the graduate school. Since I had no undergraduate degree in social work, it was unlikely that I would be accepted. I was rejected by every school to which I applied. And unfortunately I had already quit my child welfare job. Therefore, I had no other choice but to choose a school and department that would accept me on short notice. The Linguistics Department of Southern Illinois University in Carbondale did not disappoint. I was accepted and later given a teaching assistantship in the department. I had no idea what linguistics really was when I entered. I had taken one class about Spanish linguistics and wondered if this class had any connection at all to what I would learn in the department. I read about the department and the classes that I would be taking in the school catalog in order to better come to an idea of what I was getting myself into. I

remember having to look up the meanings of the names of the classes in the dictionary and still being confused. I remember wondering if I was making a terrible mistake. I knew within the first ten minutes of the introductory class, that I had not. The study of linguistics blends all of my interests of biology, zoology, history, politics, education and anthropology into one field. I was exactly in the right place for me.

My time in the department of linguistics was an enlightening and liberating experience. Early on in my studies, I kept thinking of Henry Higgins from "My Fair Lady." I loved this musical very much. This musical was one of my mother's favorites too so that is another reason that this musical is very dear to me. In the musical, Henry Higgins is the phonetics professor who can predict where a person grew up just by the sound of his speech. Henry Higgins was just about the only notable linguist that I had heard of before I started my studies and I figured that he was a work of fiction. To my happy surprise, my phonetics professor, Dr. Geoffrey Nathan, claimed that he was taught by a professor, Dr. Peter Ladefoged, who was taught by the actual linguist who was the model for the Henry Higgins character. In this way, our professor declared that we, as students, were descendants of the "Henry Higgins" linguistic tradition. I was overjoyed.

The concepts that I learned about language reconfirmed many ideas that I had about dominance and power in society. I have always preferred to study any historical event from a minority perspective. From these previous studies, it was easy for me to see the value or stigma that particular language varieties were afforded. The most important or transformational thing that the study of linguistics did for me was that it liberated me from prejudicial views that I had about language. From the studies that I examined, I was easily convinced that all codes were in fact equal in complexity. I suddenly saw all the

places where I had used negative language attitudes to justify prejudice. The study of linguistics also brought me a different yet positive perspective on the memory of my upbringing. I got so lost in this department's way of thinking about diversity and in particular language diversity that I forgot what the rest of the country thought.

Looking back, I can see that my interests have always centered on the study of diversity in some form. For this reason, the study of linguistics was an easy fit for me. The study of linguistics combines concepts from all of my fields of interest into one discipline. I can finally rest easily that my biology degree was not completed in vain as I have used biological concepts often to understand similar linguistic concepts. Hopefully, I map out this similarity between language and biology in the unit that I am creating.

Linguistics was also an easy fit for me because of my family background. Being bicultural and living in a culturally isolated area of the country, sometimes cultural ways caused disconnect but sometimes there was also overlap. Studying linguistics helped me to understand the disconnect and the overlap better. Studying language from a linguistic perspective changed the way that I thought about my experiences with language from the past and dramatically changed the way I thought about language from that point forward.

After I attained my master's degree in linguistics, I worked in English as a second language (ESL) departments at the community college and K-12 public school system. I particularly liked working with ESL children. After studying linguistics, I was amazed and thrilled to have the opportunity to teach speakers of other languages at this level. Adults have more problems learning language, and literacy issues complicate the language issues making it no fun at all. But children are great. They learn to communicate very quickly. This rapid progression is due to affective factors and brain

physiology. Children have not built up as many of the affective barriers which affect adult learning and their brains take to language much easier as evidenced by multiple language studies (Lennenberg, 1967; Pinker, 1994; Hamers & Blanc, 2000).

I came into the classroom thinking of all the learning opportunities these languages would provide the students. Instead, I was confronted with a bitter, nasty teacher who argued that it was the duty of ESL teachers to Americanize the students and get them to speak with as little accent as possible. I watched what I would describe as verbally abusive behavior by this teacher against students and other non-mainstream teachers in the department. I was horrified but in no position to speak out. Since I had no State certification for education, I was hired only as a teacher's aid and the head of the program was the nasty teacher. I had a new baby and a mountain of debt so I decided to try to keep my opinions to myself. I knew that complaining would mean my job. And true to my fears, when I finally did say something to the administration, I was ignored and largely blamed for my complaints. I knew that I would not be asked back the following school year and I wasn't. I had decided long before I spoke my mind about this teacher to give school another try. For that reason, I was actually relieved to be finished with a distasteful situation.

My entrance into the school of education was no more directed than my entrance into the department of linguistics. In fact, I wasn't even exactly sure what I wanted to do let alone how to do it. The department of educational psychology was the first department that offered me money for school so I decided to give it a try. I was given the opportunity to teach pre-service teachers in a development class for my graduate assistantship. It wasn't long before I would figure out what I wanted to do.

I looked forward to teaching the language chapter of the class that I was given. But I felt that concepts of language could be used to explain cognitive development as well as diversity so I decided to make language a main focus of my class. This was the genesis of my language unit. I found out very quickly that I was unable to explain many fundamental concepts to the students because they lacked a basic knowledge of phonetics and phonology. The analogy that comes to mind is trying to talk about calculus with people who could not add or subtract. It was very frustrating. I decided to work toward developing a more complete language unit.

Another reason I wanted to develop a language unit was that I had trouble with the curriculum that had been created for the class. The class used a technique called critical reflection to assist students in exploring their location in society and making comparisons to other perspectives. While critical reflection in general is important for learning, this particular technique encourages self-examination. I felt that I did not have the expertise needed to address the sensitive and awkward topics that would sometimes be expressed during self-examination activities constructed for the class. I felt that such investigations when conducted by someone inexperienced with this method could be pointless to the student at best and destructive at worst. So I guess that my insecurities forced me to find a solution and to develop an alternative to the current curriculum.

I presented an early version of the unit in spring 2004. I developed an assignment to accompany the unit that would have students respond to discussion board questions on attached readings. I chose to use technology for cowardly reasons. I was intimidated saying my opinions in person to 30 or more students. I didn't feel that I knew enough or was doing a very good job of communicating in face-to-face interactions. Using

technology provided me with a "safe" way to interact with my students. It allowed me to do some research before I sat down to compose a response to a question. In person, I was not confident or quick enough to react to certain comments. Again, my insecurities forced me to find an alternative.

During the presentation of the material, a handful of students responded thoughtfully with general interest to the issues of language and linguistics. However, most of the responses that I got ranged from lack of linguistic knowledge to what I would describe as outright prejudice. Being given the time to think and study before responding gave me a chance to provide proper dialogic responses to students. Overall, I was not surprised at the number of negative responses. I would rate my presentation of the unit at that stage as poor at best. Also, I was encouraged to improve the presentation of the unit because of the few students who showed interest. I hoped that as my presentation improved so would the interest of more of the students. I imagine that as I improve, the number of negative comments will lessen due to better communication. In this way, I hope to practice what I preach. That sermon includes improving my performance each time I teach so I can be a model for other educators.

Looking back at the educational and career choices that I have made, I can see many places where I could have gone in different directions. Sometimes I feel more as if the choices chose me rather than me choosing them. This is because although I never have much of a plan, I still seem to end up exactly where I need to be. I feel this way about my present work at CHOCD and my studies of linguistics and education. I am where I am supposed to be.

The present study and the language unit are the results of my experiences and work in linguistics, biology, and anthropology. It is my hope that developing a comprehensive unit about language taught from the linguistic perspective will add to the curriculum of the teaching of diversity. It is my hope that I can create a unit that transmits my deep love and interest of language and language diversity. More importantly, I hope to create something that upholds the ideals of education in that it is interactive, and promotes dialogue, thus promoting learning. Lastly, I hope that my unit will be as liberating and transformative to others as this information about language was to me.

Significance of study

In the United States, pre-service teachers are mostly White females (De Onis, 1995; Meier & Stewart, 1991; Grinberg & Goldfarb, 1998; Lawrence, 1998). For this reason, this population is ideal for exploring language attitudes and concepts to gain a greater understanding of the issues facing diversity in the classroom. Studying language gives insight into many other fields of knowledge. Also, language provides a window to the mind. More importantly, highlighting language issues can give explanations and provide learning opportunities for teacher-educators, pre-service teachers, and in-service teachers.

A comprehensive language unit, designed for pre-service teachers informs future instructors about the diversity they will encounter in the classroom. This language unit also conveys knowledge about social interaction among teachers, students, parents and the greater community. Issues of language and linguistics are a fundamental part of any multicultural curriculum for pre-service teachers. Pre-service teachers must be given the opportunity to explore their own language attitudes and concepts while being given valid

information about language. The fundamental concepts of linguistics provide pre-service teachers with the unique lens of language, in which to explore multicultural issues.

This study also provided an alternative curricular approach to diversity than a multicultural course. This alternative approach further documented the power issues that occur in language and the effect on individuals in a society. These insights can inform and influence the implementation of educational philosophies and theories in the classroom.

Chapter two will include a discussion of diversity, power, and oppression as it occurs in language and society. There are seven major sections: language attitudes, standard language ideology, multicultural education, bilingual education, sociocultural theory, Discourse Analysis, and technology in education. Each section will concentrate on the relevance and applications of this information to the classroom. Moreover, links will be made and explained among the different topics as I understand them to be connected.

Chapter two

Literature Review

This chapter will cover the related literature regarding issues of language, multiculturalism and pre-service and in-service teachers. This chapter includes a discussion of diversity power, and oppression as it occurs in language and society. Five major sections are dedicated to a discussion of the study of linguistics and issues of language as they relate to education. These sections include language attitudes and standard language ideology, multicultural education, bilingual education, and sociocultural theory. These sections include curricular content used for the development of the language unit.

The last two sections will discuss Discourse Analysis, and technology in education. Each section will concentrate on the relevance and applications of this information to the classroom. In addition, links will be made and explained among the different topics as I understand them to be connected.

Language attitudes

The study of language attitudes is largely the domain of sociolinguistics. It begins with the notion that there is a systematic nature to all language varieties and that each variety is equally able to express logical relationships and abstract concepts as any other variety (Lippe-Green, 1997; Milroy, 1999; Pinker, 1994, Williams, 1976). In other words, there is no "superior" language variety. With that in mind, sociolinguists can study any particular speech community to discover the traits that are common to any particular variety. In addition, they can study the ways in which single speakers change his or her

language to fit the social situation. In short, sociolinguists "wish to know about the 'interactional' aspects of speech and discourse" (Williams, 1976, p. 2).

The first concept to understand is the use of the term *linguistic variable*. Sociolinguists use a linguistic variable such as "the pronunciation of the /r/ in New York City or the use of grammatical nonstandardizations such as multiple negation (I haven't got none) in Detroit" (Williams, 1976, p. 3). Williams (1976) defines "the range of variation (e.g., different usages, pronunciation) of such variables as the "*linguistic continuum*" (p. 3). Linguistic variables allow sociolinguists to classify and describe speakers in a given linguistic community along social variables such as education, occupation, income, age and sex.

To better understand sociolinguistics and the sociolinguistic variable consider this example of variation within a single speaker. The appearance of the full articulation of "ing" phoneme as opposed to "in" as in "singing" as opposed to "singin" in mainstream English is one type of variation that can occur within a single speaker (Williams, 1976). Using this linguistic variable, the "ing" phoneme can be predicted "to occur 90 to 100 percent in formal situations" such as in job interviews (Williams, 1976, p. 4). In contrast, the "in" phoneme seems to show up just as frequently in the very same speaker but only in more casual, informal situations. Williams (1976) explains that in this case the linguistic variable is the "ing" phoneme; the continuum is the relative incidence of "in" as opposed to "ing" realizations; and the situation in which either phoneme occurs is differentiated only by the informal to formal circumstances of speaking.

Sociolinguists use a psychological definition of the concept of attitude. Sarnoff (1970) defines attitude as "a disposition to react favorably or unfavorably to a class of

objects" (p. 279). With regard to language, Williams (1983) asserts that to "varying degrees, persons have stereotyped set of attitudes about social dialects and their speakers and these attitudes play a role in how a person perceives the cues in another person's speech" (p. 354). According to Williams (1976) there are four classes of language attitude studies:

1. Attitude studies concerning identifications of race and status usually note the appearance of certain stigmatized grammatical and phonological features that mark the speech of the lower socioeconomic groups, then try to relate these features to observations by listeners from various social strata and their ability to predict status and race from brief speech samples.
2. Studies of cultural stereotypes based on speech usually report the personality characteristics which people associate with different cultural or ethnic groups.
3. Occupational attitude studies usually focus on interpreting correlates between the social stratification of the linguistic variables and how listeners assign occupations to persons who speak in ways characteristic of different strata.
4. Teachers' ratings of children's speech usually attempt to assess how teachers evaluate the speech of pupils, particularly in terms of their 'sounding disadvantaged'. (p. 5)

In addition, to this list, there are many studies of attitude to learn a second language (Gardner & Lambert, 1972; Gardner & MacIntyre, 1993). Often these studies focus on the types of motivation that are involved in learning a second language making a contrast between integrative and instrumental orientations. Gardner (1982) explains that "one example of an integrative orientation is learning the language in order to learn more about

French Canadians and their way of life” (p. 134). An instrumental orientation is reflected in such reasons as "in order to get a good job" (p. 134). Moreover, an instrumental motivation "focuses on utilitarian aspects of learning a language" (p. 134). An integrative motivation implies that the language learner wants "to facilitate interaction with another language community" (Gardner, 1982, p.134). An integrative motivation denotes an internal force or more personal desire for a connection to another language group rather than an outside force as the motivator.

For the study of sociolinguistics, attitudes toward language are of particular importance for many reasons. Edwards (1982) explains that the study of language attitudes is important because of "the knowledge that we gain by such studies of the language variety itself, of speakers of that variety, and of those who provide the attitudinal judgments" (p. 21). Giles, Hewstone, Ryan, & Johnson (1987) point out that our communicative behavior is “determined in part by our language attitudes in the sense that how we believe others will respond to our speech styles, including shifts within and switches between them will influence greatly our self-preserved in terms of sequential vocal choices during interactive exchange" (p. 585). Most importantly, “attitudes toward particular language varieties are taken to be attitudes toward speakers of those varieties” (Ryan, Giles & Sebastian, 1982, p. 2). Also, a plethora of evidence supports the idea that members of particular linguistic communities have stereotyped ideas about voice, intonation, paralinguistic signs, phonology, lexicon, and style all with evaluative connotations (Smith, 1985). It is particularly important to discover the language attitudes of educators since they represent the dominant culture and are often the first contact between cultures (Edwards, 1982). For these reasons, language attitudes are important to

discover, examine, and incorporate into broader study of language as it is used in the community.

The study of language attitudes has been dominated by one research paradigm since the 1960's that utilizes the matched-guise evaluation technique (Ryan et al., 1982). Studies that employ the matched-guise technique "involve the manipulation of which language is spoken (as an independent variable)" and seeks "relations with personality traits as the dependent variable" (Williams, 1976, p. 11). Using this method, respondents listen to a series of audio recording of assumingly different speakers. However, the voice recordings typically include bilingual or bidialectal individuals who code-switch to give the appearance of different speakers. These individuals use different language varieties reading a similar text or speaking about similar events. According to Osgood, Suci, & Tannenbaum (1957) attitude can be operationally defined as quantified sets of responses to bipolar adjectives. For this reason, the respondents rate each speaker on this standard rating instrument or a semantic differential of bipolar adjectives such as "better/worse, correct or incorrect, or logical or illogical" even though "language varieties, although clearly differing from one another, cannot reasonably be described" in this way (Edwards, 1982, p. 21). "Similarly, aesthetic judgments of language varieties do not seem to be based on inherent qualities of beauty...so much as the social conventions within speech communities concerning the status and prestige associated with speakers of the varieties" (Giles et al., 1987, p. 585).

The classic study of language attitudes was conducted by Lambert et al., (1960) who studied group attitudes in Montreal, Quebec, which has a long history of tensions between English-speaking and French-speaker Canadians. Using a matched-guise

procedure, respondents were asked to rate recordings that were made in both English and French. The results showed that the English-speaking judges were more favorable toward the English guise than the French guise. The French-speaking judges also evaluated the English guises more favorably than the French guises. Edwards states the following:

Lambert and his colleagues concluded that the findings demonstrated not only favorable reactions from members of the high-status group towards their own speech, but also that these reactions had been adopted by members of the lower-status group. This minority group reaction is a revealing comment on the power of social stereotypes in general, and on the way in which these may be assumed by those who are themselves the object of unfavorable stereotypes. (p. 22)

Most commonly, language attitude studies reveal that in contact situations one language or language variety is considered more prestigious. This more prestigious variety is usually the dominant language group or the group that holds the political, cultural, and economic power in the country. Typically, the prestigious variety is rated more favorably on traits relating to competence by both the minority and dominant language groups within a society (Giles et al., 1987). On the other hand, there can also be a strong attachment to a less prestigious variety if that variety has become "a valued symbol of in-group pride" (Giles et al., 1987, p. 585). "Individuals who are strongly committed to their social group membership display evaluative preferences for their own variety" (Giles et al., 1987, p. 585). Therefore, language attitudes can change according to the purpose that the particular language variety has in that speech community. In other words, a speaker might have strong personal love for a less prestigious variety and still value the dominant language for its access to success within the community.

Oakland school board controversy. Perry & Delpit (1998) provide further anecdotal evidence about minority parents' strong reaction to a misguided notion that the Oakland school board in 1997 was going to begin teaching so-called "Ebonics" in school. The truth was that the school had simply passed a resolution to provide better teaching tools to White teachers to teach African American students as well as any student whose language variety differed from the teacher. It had absolutely nothing to do with teaching "Ebonics" as a subject. To quote Seinfeld "not that there's anything wrong with it" especially from a purely linguistic perspective.

Still, the media presented this idea that children would begin to learn "Ebonics" and this ignited the sensibilities of everyone in the community. Bigots of every stripe were insulted that African American Vernacular English (AAVE) would be legitimized. Whites, no doubt, felt threatened and used attacks against the language of African-Americans as a means to express prejudicial feelings. Minority parents feared that this was an attempt by the government to effectively remove access to mainstream speech varieties from schools with large minority populations (Perry & Delpit, 1998). For minority parents, removal of access to the mainstream variety would be devastating to their community's ability to make social and economic gains. Because of the mischaracterization in the media and subsequent confusion, it is easy to understand the outrage and fear by the parents involved in the debate.

Language attitudes and education. With regard to education, language attitude studies have particular importance. These studies concentrate on how teachers make judgments about children on the basis of the child's use of language. Williams (1976) conducted two studies in Chicago and Texas to explore the phenomena of teacher

attitudes to student speech among Whites, African Americans, and Mexican-American children. The Chicago study focused on developing methods for the development of attitude measures, gathering such measure, and then comparing these measures with the types of children and characteristics of their speech sample (Williams, 1976, p. 24). One goal of this study was "to attempt to group the teachers using factor analysis techniques, on the basis of their responses to the children's speech samples" (Williams, 1976, p. 24). One result showed that the race of the teacher was a significant factor in how the speech samples were rated. While African-American teachers consistently rated African-American speech samples higher than the White teachers, African-American teachers also did not rate children of their own race above White Children. On the other hand, White teachers were shown to rate children of their own race higher than the African-American children (Williams, 1976). Another result showed that White teachers tended to put a great emphasis on such variables as verb constructions. African-American teachers tended to concentrate more to the meaning of the message. For this reason, teachers were characterized as either a "detail-oriented raters" or as a "communication oriented rater" (Williams, 1976, p. 48-49). Williams (1976) speculated that the reason for this difference was that "so much of language education in the American school system is of a prescriptionist nature" (p. 48-49).

The Texas research study concentrated on the question of whether dialect attitudes can be associated with expectations of pupils' classroom performance. This study found that just as in previous studies, the teachers tended to make assumptions along two dimensions identified as confidence-eagerness and ethnicity-nonstandardness. Along these two dimensions, several results were found. First, "teachers' amount of

experience appears unrelated in any interpretable way to ratings of confidence-eagerness and ethnicity-nonstandardness" (Williams, 1976, p. 67). Second, teacher ethnicity and child ethnicity relate in terms of the minority group children being rated generally less ethnic-nonstandard by African-American teachers than by White teachers (Williams, 1976). Third, "teachers' expectations of children's performance in subject matters are partially predictable upon the basis of language; the degree of prediction increases when the subject matter area is directly within the language arts" (Williams, 1976, p. 67).

Other studies have shown that teachers demonstrate bias toward language variety (Seligmann, Tucker & Lambert, 1972; Choy & Dodd, 1976; Taylor, 1983). Seligmann et al., (1972) found that speech style "was an important cue to teachers in their evaluations of students. Even when combined with other cues, its affect did not diminish" (p. 141). Choy & Dodd (1976) evaluated standard English against Hawaiian English speakers (as cited in Edwards, 1982). Teachers found that the standard speakers were "seen as being more confident, better in school, less disruptive in class and likely to achieve greater academic and social success" (Edwards, 1982, p. 21).

Taylor (1983) rated teachers' attitudes toward Black and nonstandard English as measured by the Language Attitude Scale (LAS). The LAS uses statements such as *It is ridiculous to encourage children to speak Black English*, or *The encouragement of Black English would be beneficial to our interests*. Just as with the matched-guise technique, respondents rate these types of statements along a five point Likert scale from strongly agree to strongly disagree with a score of three meaning that the respondent has no opinion about the statement.

There were four scale categories used for this study. Category one elicited attitudes of structure and inherent usefulness of nonstandard English. Category-two elicited attitudes toward the consequences of using and accepting nonstandard English dialects in the educational setting. Category-three elicited attitudes toward philosophies concerning use and acceptance of Nonstandard English dialects in educational and other social settings. Category-four elicited attitudes toward cognitive and intellectual abilities of speaker of Black English.

A total of 422 teachers were randomly selected to take the survey from nine Federal Census districts including New England, East South central, West North Central, West South Central, Mountain, and Pacific (Taylor, 1983). One trend that resulted in this study found that years teaching affected attitudes. The study found that teachers with ten or more years of experience had significantly more negative attitudes toward dialect than those teaching three to five years (Taylor, 1983). This finding contradicts Williams (1976) which found that "teachers' amount of experience appears unrelated in any interpretable way to ratings of confidence-eagerness and ethnicity-nonstandardness" (Williams, 1976, p. 67). One reason might be that "teachers who are relatively new to the teaching profession are less entrenched in their attitudes than teachers who have been teaching for long periods of time" and "because they have probably been exposed to recent thinking about language and cultural variety" (Taylor, 1983, p. 412-413). Another trend revealed that teachers from predominately Black schools are more positive in their attitudes than teachers from predominantly White schools (Taylor, 1983). The interesting aspect of this study is that although there were some negative attitudes reported with the structure and usefulness of nonstandard and Black dialects, "the majority of teachers

throughout the country tend to reveal positive to neutral opinions” toward language variety (p. 412). The positive results of this study show there is great potential in classroom teachers that can be exploited to change school practices (Taylor, 1983).

Language attitudes and society. Language attitudes have been found to affect many different facets of language behavior. "Language attitudes can contribute to sound changes, define speech communities, reflect inter-group communication, and help determine teachers' perceptions of students' abilities" (Carranza, 1982, p. 63). Behavior influenced by language attitudes can also affect other dimensions of society including the legal and political arenas. Smitherman (1992) recounts several cases of distasteful and unfortunate implementation of language legislation:

1. The mayor of Monterey Park, California, refuses to accept a gift from the government of Taiwan of 10,000 Chinese-language books to the public library. Although the city has thousands of Chinese speakers, the mayor refuses the gift because English is the approved legal language.
2. The parole board in Arizona cancels a parole hearing for a non-English speaking prisoner, fearing that the Arizona's English-Only law prohibits the translation necessary to make the proceeding understandable to him.
3. A restaurant worker in Denver, Colorado, is asked by a patron from South America to translate an item on the menu. The worker complies and is fined by the manager, who cites Colorado's enacted English Language Amendment. (p. 236)

Del Valle (2003) describes the state of language rights in the United States. She believes that language rights should be established as a “legitimate field of legal study”

and “another pillar of civil rights along with the traditional areas of education, housing and voting rights.”(Del Valle, 2003, p. 4). Del Valle contends that:

There are still great injustices in the US and intolerable acts of discrimination still take place. They are, however, more subtle than the mandated separation of races that occurred fifty years ago when racial discrimination was tolerated or even encouraged in communities. Today, discrimination has gone underground, couched in the words of economic or administrative expediency: where a garbage dump is placed, how much financing a school receives, where neo-natal intensive care unit is sited, all are decisions that can be made with negative consequences for minorities, but are much harder to label as invidious discrimination that were the acts of yesterday. (p. 4)

Because of the subtleties in discrimination in today’s society, valid information about language becomes vital in understanding the ongoing struggle for civil rights.

The history of language laws in the United States has been marked with both hostility and tolerance. Del Valle (2003) states the following:

During what could be seen as the country’s most vulnerable stage-it’s actual formation-bilingualism and multilingualism were much more prevalent than today amongst the population as a whole, and the use of minority languages was tolerated and officially sanctioned by state and local governments. (p. 9)

However, during periods of national strife, the US has a tendency to adopt xenophobic policies (Del Valle, 2003; Milroy, 1999). For example during World War I, hostility toward foreigners in general, but in particular to German and Asian Americans, increased. Several states, including Nebraska, passed policies and legislation to eliminate

German-language instruction from both public and parochial schools. In addition, Hawaii passed legislation that severely controlled the operation of foreign language schools in the islands. (Del Valle, 2003).

More disturbing are the episodes in US history that wound us as a nation. Nowhere are these wounds felt more deeply than in the treatment of Native Americans. Mission schools were established by Europeans of all stripes, Spanish, French, and English among others. They were established to “civilize” the native people, convert them to Christianity, and to enculturate them to the dominant European culture. Language was seen as an essential element hindering the progress toward these goals. Students in these mission schools were subject to xenophobic language and educational policies that reflected the contempt felt for them by mainstream society (Del Valle, 2003; Hamers & Blanc, 2000; Milroy, 1999).

The implications of these repressive policies have been devastating. These policies have led to the extinction of Native languages. At the beginning of the colonization of the new world there were more than 1500 languages spoken. That number has dwindled to 200 today (Del Valle, 2003). Also, these policies have led to the educational neglect of generations of Native American Children, the erosion of literacy, self sufficiency, community and the subsequent rise in unemployment, alcoholism, teen suicide, and alienation (Del Valle, 2003).

Although this period was indeed shameful, many ideas can be learned from the treatment that Native Americans endured. Del Valle (2003) states the following:

Being able to look back to experiences of Native Americans means that advocates don't have to rely on conjecture, as sensible as it may be, to discuss the origins

and results of policies aimed at crushing minority identities; our own nation can serve as a living example of regressive linguistic policies. (p. 276)

This historical information can be used not only to ensure that future generations of educators do not repeat the mistakes of the past but also to continue the fight against the current wave of xenophobia that is sweeping our nation in this new century's time of strife.

Much of these repressive policies have come about by the xenophobic notion, that the way to overcome differences, is by a method of assimilation or Americanization of minority groups into the US culture (Del Valle, 2003). The English-only movement is the contemporary political force that emerged in the early eighties and professes faith in this notion (Milroy, 1999, Smitherman, 1992). The English-only movement has been effective in passing laws in at least 17 states and has also been successful in eliminating government funding for bilingual education and repealing laws for multilingual ballots and voting materials (Hamers & Blanc, 2000; Smitherman, 1992). These repressive laws and policies, no doubt, affect the implementation of educational services in our public schools and they are evidence that we are on the edge of repeating the mistakes of the past.

Standard language ideology

The common theme among studies of language attitudes, and the affects of language laws, movements, and policies represent the power dynamics that exists within a speech community. The concept of standard language is important in further understanding these power relationships. Nevertheless, standard language is difficult to define and often misunderstood because of the complex historical and social dynamics

that surround the concept. A standard form of a language begins to develop when a written form of a language is developed. Which language is chosen to standardize depends on the social and political circumstances. In fact, Edwards (1982) characterizes the standardization process as happening by historical accident.

The colonization of the world by western countries over the past 500 years has led to the standardization and proliferation of languages such as English, French, German, and Spanish among others. These languages have been imposed on many different people from different parts of the world since that time. Of course, the standard form of these languages is thought to be superior to nonstandard varieties. Indeed, these language forms are associated with powerful institutions such as education as well as the media. Trudgill, (1995) defines a standard language:

As the variety which is usually used in print, and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which normally is spoken by educated people and used in news broadcasts and other similar situations. (p. 6)

Similarly, the use of these language forms as a powerful gatekeeper is perpetuated by the institutions and the media. According to Milroy (1999),

The awareness of a superordinate standard variety is kept alive in the public mind by various channels (including the writing system and education in literacy) that tend to inculcate and maintain this knowledge-not always in a clear or accurate form- in speakers' minds. The main effect of these is to equate the standard language or what is believed to be the standard-with the language as a whole and

with correct usage in that language, and this notion of correctness has a powerful role in the maintenance of the standard ideology through prescription. (p. 18)

As mentioned in the introduction, many link a standard language ideology with prescription (Lippe-Green, 1997; Milroy, 1999; Pinker, 1994). It is prescription with its association to correctness, morality and virtue that comes to confuse non-linguists and educators. This faulty association motivates the prescriptivists and other mavens. It is used and twisted to encourage the interests of not so subtle racist organizations such as the English only movement (Smitherman, 1992; Hamers & Blanc, 2000). Furthermore, it confounds activists, educators, and other who struggle for civil rights (Del Valle, 2003; Hamers & Blanc, 2000; Lippe-Green, 1997; Smitherman, 1992).

Writing and speaking. Information about the concept of standard language and prescription is necessary for inclusion in a language curriculum and can be presented in different ways. One way is to discuss the standardization process and how this process affects speaking and writing differently. According to Milroy (1999), standard languages are thought to be "canonical forms that have been legitimized" (p. 17) by a process of historical standardization in which one of the main characteristics of that process is "the implementation and promotion of written forms of language" (p. 27). The process of standardization therefore serves to blur the line between written and spoken language in the minds of most non-linguists such as educators. Furthermore, Lippe-Green, (1997) outlines specifically how the process of standardization affects written and spoken language differently. Lippe-Green (1997) also states that "writing systems are a strategy developed in response to demands arising from social, technological, and economic

change. The purpose of writing is to convey decontextualized information over time and space" (p. 21).

In addition, the study of phonetics and phonology further exhibit the differences between speaking and writing. Learning the phonetic symbols from the International Phonetic Alphabet (IPA) is another way to understand this difference. IPA represents one of the fundamental tools that linguists from all over the world. Any linguists in any part of the world can read a transcription in IPA and understand not only what the message is saying but also the exact accent in which the message was spoken. Learning IPA involves an examination of the anatomy of the vocal tract and how the anatomy affects the production of sound or the phonology in human language. There are many activities that can be implemented into a curriculum designed for pre-service and in-service teachers. For example, an examination of how plurals and past-tense is formed in English can exemplify the difference between writing and speaking. Information about the formation of standard languages, learning IPA, and experiencing phonological activities can highlight how this ideology operates and how it serves to promote negative reactions in society against forms of language variety. Highlighting the difference between writing and speaking with a study of IPA and phonological activities can bring understanding to the issue of standardization.

Still, it should be noted that many argue that standard languages are indeed superior forms of language and the only variety fit for educational purposes (Quirk, 2003; Walker, 1984). More specifically, Prator believed that the purpose of education is to direct language use (as cited in McKay, 1991). In addition, Quirk (2003) warned that teaching anything other than standard forms traps students in their present social and

ethnic situations and creates a barrier to their educational progress. Lippe-Green (1997) views these ideas as a part of the language subordination process that uses threats as a way to maintain the status quo.

On the other side, many have argued for acceptance and encouragement of local varieties of English (Kachru, 1982; McKay, 1991; McKay & Wong 1988). Some educators have even begun to question the role of education in directing language use (Lippe-Green, 1997). Sledd (1969) argued that what schools should be doing to minimize racial prejudice is familiarizing speakers of standard American English (SAE), Black English Vernacular (BEV) and other varieties of spoken English. In this way, these speakers would learn to accept and appreciate variation in American English.

The evidence from sociolinguistic studies shows that changes in language use are a function of the social structure rather than the educational structure (Labov, 1966; 1972 a; 1972b; Moffett, 1968; Sledd, 1969). Labov (1966, 1972a & 1972b), in particular, used correlation linguistics in which he showed the crucial relationship between linguistic patterns of speech and the social context and/or stratification that form the background of all linguistic behavior. Labov is significant because his empirical research produced abundant data that supported his theory that standards of use and usage are a function of an individual's speech community and because of his success in bringing an awareness of the social and contextual dimensions to the understanding and analyses of all types of linguistic events. Labov (1972a) also emphasized the need for "socially realistic linguistics" (p. xiii) which would take into account the structures and needs of particular speech communities and the individuals that live in those speech communities.

One method to handle this debate in the classroom is to teach sociolinguistic topics as a subject of study. McKay (1991) proposed a pedagogical system that would include the following sociolinguistic content:

1. Developing an awareness of language variation.

Beginning with the student's native language, teachers might demonstrate the manner in which language varies according to region, social class, gender and context. In reference to English, teachers might illustrate the ways in which spoken English in particular differs from one country to another. In order to do this, English educators on an international level need to develop a great many more types of listening material as a way of exemplifying for their students the variation of English in a world context.

2. Developing an awareness of language appropriateness.

Beginning with the native language, teachers might illustrate how the form of the language used needs to be suited to the social situation. Drawing on markers of formal and informal discourse in the native language, teachers could illustrate how speakers, if they wish to fulfill their objectives, need to select a form that is appropriate for the context. The idea of appropriateness might then be extended to an international basis where, particularly in terms of written English, certain standards will be more appropriate than others.

3. Developing strategies for dealing with a lack of intelligibility.

Using the native language, teachers could demonstrate what strategies speakers might use when they do not fully understand what is said. After demonstrating various strategies of repair in the native language, the teacher might shift to

English, providing examples of language forms for seeking clarification and repetition. (p. 47)

Bilingual education

It is important to consider the context in which educators are operating regarding language issues. In the United States, English is viewed as the only medium needed to educate students. Students raised with other languages are viewed as disadvantaged students. Bilingualism is considered a problem and a source of linguistic and academic failure (Brisk, 1998). In addition, their other languages are impediments to learning that can only begin after thorough acquisition of English. Brisk (1998) states the following:

The prevailing approach that has guided language-minority students' education is compensatory, the principal goal of which is to teach students English as quickly as possible. Because English is viewed as the only means for acquisition of knowledge, students' fluency in English is the essential condition to receiving an education. (p. 28)

This attitude is reflected in the type of label given to these students. For example, students are labeled limited English proficient (LEP) instead of bilingual. "Limited" as if the students' language development is somehow inferior and by correlation so are the students themselves. Brisk (1998) states, "Bilingual students are often branded as not only children whose English is inferior, but as students who are themselves inferior" (p. 6). A better label than "limited" might be *bilingual student*. Traditionally, only full fluency in two languages was accepted as bilingualism (Bloomfield, 1933). This narrow definition has evolved with the study of bilingualism (Brisk 1998). The current definition more fairly describes bilinguals as people who have developed competencies in two or

more languages “to the extent required by his or her needs and those of the environment” (Grosjean, 1982, p. 3). Minority students in US school are active learners of an additional language and deserve the prestigious title of *bilingual*. Lee & Luykx's (2006) recommended using the term "students from diverse backgrounds" to refer to "the entire gamut of students, mainstream and non-mainstream" (p.13), while using "mainstream" and "non-mainstream" to refer to Anglos and non-Anglos, since FTaylor "'mainstream' is understood to refer not to numerical majority, but rather to social prestige, institutionalized privilege, and normative power" (p. 13). The attitudes, labels, and subsequent programs developed due to these attitudes reflect the value of bilingualism.

Contrary to the assumptions of monolingual societies, bilingualism is still more common in the world and is predicted to become even more so in this century (Hamers & Blanc, 2000). Grosjean (1982) gives a view that explains the prevalence of bilingualism in society:

Bilingualism is present in practically every country of the world, in all classes of society, and in all age groups. In fact, it is difficult to find a society that is genuinely monolingual. Not only is bilingualism worldwide, it is a phenomenon that has existed since the beginning of language in human history. It is probably true that no language group has existed in isolation from other language groups, and the histories of languages is replete with example of language contact leading to some form of bilingualism. (p. 1)

For many, knowing another language is also an important characteristic of an educated individual. For others, it is merely a fact of life. For the United States, rising to

meet challenges of a multilingual community is seen as a way to provide growth and stability. Bo-Yuen Ngai (2002) states,

For society, inclusive bilingual education strengthens the country externally and locally. For individuals, bilingual education enhances intellectual growth and interpersonal-and intercultural-communication competence. Furthermore, bilingualism helps to improve social relations in multiethnic communities, and hence, contributes to national stability and prosperity. (p. 269)

If the US is going to continue to compete in the world, it might be advantageous to promote bilingualism as a goal for all students.

Along with the practical advantages of being bilingual are the often forgotten cognitive advantages. Peal & Lambert (1962) demonstrated these advantages by noting the looseness of the link between the phonetic word and its meaning for the bilingual child. Bilingual children readily accept new names for objects already denoted in one language compared to their monolingual peers. Other research, expanding on the benefits of high proficiency in two languages, lends further support to bilingualism (Ben-Zeev, 1977; Ianco-Worrall, 1972). Many other studies have shown that bilinguals had higher scores in verbal and nonverbal IQ tests and displayed higher verbal and cognitive flexibility and increased ability to analyze syntax than monolingual students of the same age and general intelligence level (Arnberg & Arnberg; 1992; Mohanty, 1994; Mohanty & Perregaux, 1997). Having to learn and differentiate between two or more languages can, no doubt, be an educational and cognitive advantage and not the impediment as is often believed in the United States school system.

In spite of the obvious advantages of bilingualism, the US education system still operates from a negative perspective toward language minority students. This negative perspective, no doubt, affects the education of language minority students. In fact due to these attitudes, there are negative consequences to being bilingual (Hamers & Blanc, 2000). The reason for these negative consequences has been determined to be due to sociocultural circumstances (Lambert, 1975). Hamers & Blanc (2000) use the sociocultural and cognitive interdependence hypothesis to explain the reason for both positive and negative results of a bilingual environment. They describe two types of bilinguals situations: additive bilinguality and subtractive bilinguality. They suggest that "the distinction between additive and subtractive bilingualism must be considered on a continuum which is a resultant of two dimensions" (Hamers & Blanc, 2000, p. 106-107).

The first dimension deals with the cognitive function of language or the ability to analyze language and control linguistic cues. The second dimension refers to the degree of valorization of the child's native or home language. A high valorization is "the result of the child's internalization of social values attributive to the languages in the community and the surrounding networks" (Hamers & Blanc, 2000, p.107). At additive end of the spectrum, the function of both languages are highly developed and also highly valorized. When both languages are highly valorized, cognitive functioning is enhanced. At the subtractive end of the spectrum, the opposite phenomenon occurs. Hammer and Blanc contend that:

A child who is required to develop the cognitive literacy-oriented language skills in his first devalued language and who is required to develop these skills in a

socially more valorized language of which he has little or no knowledge is likely to develop a subtractive form of bilinguality. (p. 107)

Truly, the conditions of the sociocultural environment affect motivation, attitude, and achievement of the learner. Understanding the conditions of the sociocultural environments can aid teachers in constructing learning environments that can counter these conditions (McDermott & Gospodinoff, 2003).

Sociocultural Theory

As with other studies of man, sociocultural theory seeks to show not only how the environments but also a person's social environment affect and form the mind of an individual. Furthermore, this theory goes further to assert that there is no individual mind that could exist without a collective mind. No doubt, humans are social animals and as such, they cannot survive with sound mind for long if deprived of contact with others of their species. In this way, the individual mind is considered a "socioideological fact" (Volosinov, 1986, p. 23). Bruner (1990) talks about understanding the individual self as "distributed" and ever changing as social context changes from moment to moment (p. 144). Bruner states that, "the very shape of our lives-the rough and perpetually changing draft of our autobiography that we carry in our minds-is understandable to ourselves and to others only by virtue of those cultural systems of interpretation (p. 33). Vygotsky (1981) and Wertsch (1991) see learning as occurring during social interaction. This perspective is very different from a Western worldview that thinks of the individual as the point of reference. The sociocultural theory looks at society historically as well as contextually situated in the present. Humans not only pass down innovations but also

traditions, customs, and worldviews. In the present, humans are affected by the interaction and negotiations with those around them.

Like anthropology, sociocultural theory is concerned with tools. As defined by anthropology, a tool is anything that is manipulated by human hands. James Wertsch (1998) used the example of a pole-vault pole and the ever-changing materials that allow the vaulter to reach higher and higher heights. So as the tool improves, so does the ability of humans to overcome their biology (Bruner, 2002). Bruner (2002) also gives the example of the limits of memory or remembering numbers. By use of "tricks," the capacity to remember a fixed amount of digits can be augmented and manipulated by the use of these mental tools. He claims that biology is merely a "constraint" upon human action not the cause of it (p. 21). Indeed, man manipulates his environment and as he manipulates his environment, his perspective and perceptions about what can be accomplished are changed. In this way human development is transformed.

Like Anthropology, sociocultural theory commonly uses a descriptive method to collect data. Heath (1983) contrasts the storytelling traditions of two different communities that are only miles apart in Piedmont Carolinas. Both communities known by the pseudonyms Roadville and Trackton are made up of working-class residents who convey information, gossip, and stories in culturally specific ways. An examination of these two communities reveals the types of misunderstanding that have more to do with differences in culture than in language. For these communities, these cultural differences began at birth with the way each community interacted with their babies. Therefore, they were strongly ingrained by adulthood. While these communities both spoke mutually intelligible varieties of English, misunderstanding were still common between the

communities. For educators, the type of interaction preferred by a community should not be assigned a value. Children without physical disability will acquire language regardless of community emphasis (Pinker, 1994).

It is imperative that educators are aware that these differences exist in order to make proper assessments and proper dialogic responses to the children in their classrooms. Furthermore, a change in perspective from negative to positive is vital to assure these proper responses and assessments. Heath (1983) asserts that,

Critical in the thinking of these teachers was that their approach was not a remedial one designed for poor learners. Instead, they felt that the attention given to different ways of talking and knowing, and the language benefited all students. (p. 355)

The study of linguistic variation using anthropological methods was a joint effort among the teachers and students. Teachers taught language variation principles to students using students' own language uses as the guide. Heath (1983) writes that,

Students could not escape recognizing and having to articulate the differences in language structures, uses of language, and types of interactional cooperation which existed between their familiar domains and the unfamiliar domains of classroom and other institutions calling for formal language use and special types of speech events, such as interviews. (p. 355)

The study of language using these descriptive methods taught students to become aware of language variation. An awareness of variation made it possible for students to learn to "code-switch" between and among language systems. The result was improved

communicative competence for the students. Heath (1983) explains the improvement in the following:

Making explicit the rules of each system became possible through active involvement in experiencing how facts are known and how they can be built from bits of information into structures carrying more information. (p. 355)

Volosinov and culture. Volosinov (1986) and his idea of "the social multiaccentuality of the ideological sign" (p. 23) come into play when evaluating the implications of Heath's research. This concept represents the different voices among classes and races and the value that is placed on them. These value judgments are brought into the classroom by both students and educators alike. According to Volosinov (1986), one of the most important aspect to understanding language is that it contains power:

Class does not coincide with the sign community...which is the totality of users of the same set of signs for ideological communication. Thus various different classes will use the same language. As a result, differently oriented accents intersect in every ideological sign. Sign becomes an arena of the class struggle. (p. 23)

Furthermore, Volosinov states that,

This inner dialectic quality of the sign comes out fully in the open only in times of social crisis or revolutionary changes. In the ordinary conditions of life, the contradiction embedded in every ideological sign cannot emerge fully because the ideological sign in an established, dominant ideology is always somewhat reactionary and tries, as it were, to stabilize the preceding factor in the dialectical flux of the social generative process, so accentuating yesterday's truth as to make

it today's. And that is what is responsible for the refracting and distorting peculiarity of the ideological sign within the dominant culture. (p. 23-24)

Since the ideas of Volosinov were influenced by a Marxist perspective, this idea of power and language being connected was a natural conclusion. For Volosinov, the Marxist philosophy is particularly suited for the study of language use since it takes into account the sociological reality of language. Volosinov (1986) claims that:

One of Marxism's fundamental and most urgent tasks is to construct a genuinely objective psychology, which means a psychology based on sociological, not physiological or biological... This is a task which neither biology or physiology is equipped to cope with: The conscious psyche is a socioideological fact...The process that basically define the content of the psyche occur not inside but outside the individual organism, although they involve its participation. (p. 25)

Volosinov uses the idea of *sign* as a tool that exists in a social environment and in the mind of the individual almost simultaneously:

A sign is a phenomenon of the external world. Both the sign itself and all the effects it produces...occur in the outer experience...Signs emerge only in the process of interaction between one individual consciousness and another. And the individual consciousness itself is filled with signs. Consciousness becomes consciousness only once it has been filled with ideological (semiotic) content, consequently, only in the process of social interaction. (p. 11)

Volosinov maintains that "the sign and its social situation are inextricably fused together. The sign cannot be separated from the social situation without relinquishing its nature as sign" (p. 37). In fact, Volosinov goes even farther when he asserts that:

The reality of the inner psyche is the same reality as the sign... By its very existential nature, the subjective psyche is to be localized somewhere between the organism and the outside world, the borderline separating these two spheres of reality. It is here that an encounter between the organism and the outside world takes place, but the encounter is not physical one: the organism and the outside world meet here in the sign. (p. 26)

Clearly, Volosinov sees that language and language use in a social setting contains dynamics that are very complex. These views emphasize the importance of educators to become aware of power and value structures that are inherent within communities and community languages and how they operate in the social context.

Bruner and Culture. For Bruner (2002), the study of man without consideration for culture and ultimately the mind is intolerable and misguided. To leave out culture in the study of man is to separate him from what makes him uniquely human. Indeed, Bruner (1993) points out that anthropology is concerned with mainly the idea of reconstructing the culture by many means including analyzing artifacts and fossils. For those in anthropology, culture is "where it's at". To consider the study of man without understanding the importance of culture would be an impossible task. Bruner (2002) would like this long known idea to be accepted in the study of psychology:

These are all by now rather banal conclusions in anthropology, but not in psychology... It is man's participation in culture and the realization of his mental powers through culture that make it impossible to construct human psychology on the basis of the individual alone. (p. 12)

Man cannot be separated from his culture as some isolated specimen because his culture makes him who he is.

Bruner (2002) also makes an argument about limiting the study of man to aspects of his biology. He argues that by use of man's tools he can transform beyond his biology or in spite of his biology. For Bruner, biology is something that can be overcome from use of the mind.

The implications of the sociocultural perspective are vast and have implications for education as well as society at large. In fact, the use of sign as a tool is an important concept to understand since man and tool are intrinsically linked. Tools set man apart from the rest of the animal kingdom. Truly, other animals use tools—sea otters use stones to crack mollusks, apes use sticks as utensils to retrieve food—but no other animal uses the complex higher order tools of man. Furthermore, man's use of language is the most personal, revealing, and sophisticated tool he/she has at his/her disposal.

The idea of language as a tool is not an easy concept to accept since language and thought, no matter on what side of the Sapir-Whorf hypothesis¹ a person falls, are so intertwined. For that reason, discussions about language are very sensitive and personal. Power exists in language whether it is realized as such. The fact of power and language needs to be explicitly discussed at all educational levels to combat bias in testing, devaluing of home languages, or inappropriately assessing students (Godley et al., 2006). More importantly, language bias must not be accepted in society and any discrimination based on language use should be elevated to an equal status with other forms of racism or classism (Del Valle, 2003; Lippe-Green, 1997). Educators and students must be

¹ The Sapir-Whorf hypothesis states that language determines thought and is associated with linguistic determinism as opposed to linguistic relativity (Pinker, 1994).

empowered with knowledge of language and language use in order to cause change in society as a whole.

Multiculturalism

Multiculturalism was founded to help with equality issues that occur in a democratic society. Multiculturalism encompasses a range of topics including anthropology, education, linguistics, and biology. Educators must be able to deal with the diversity that is becoming more and more common in today's classrooms. They must be educated with a complete view of multiculturalism that uses information from the various fields for which multiculturalism draws. While engaging in multicultural activities with pre-service and in-service teachers is common in teacher education programs today, researchers complain that teacher education programs are still not doing enough to prepare teachers to work with culturally and linguistically diverse children (Delpit, 1995, Delpit & Kilgour, 2002; Ladson-Billings, 1994; Liston & Zeichner, 1996; Zeichner, 1996).

One issue is that there seems to be few effective methods or techniques for teacher-educators, who are also mostly White females, to use in their pre-service and in-service classrooms. One method for teaching multicultural issues is called "culturally relevant pedagogy" and employs a method of "critical reflection" (Howard, 2003, p.195). Critical reflection provides pre-service and in-service teachers opportunities to examine their own cultural, social, and ethnic location in order to gain perspective about other locations. Howard, (2003) recommends critical reflection as a means of incorporating issues of equity and social justice into teaching thinking and practice. He goes on to suggest that pre-service teachers need to be equipped with the necessary skills to

critically reflect on their own racial and cultural identities and to recognize how these identities coexist with the cultural compositions of their students.

Some even believe that this approach is superior to traditional teaching activities. The complaint is that traditional approaches are simplistic, reject the past experiences of students, and reinforce stereotypes (Goodwin, 1997; Striedieck, 1997; York, 1997). In addition, critical reflection is thought to provide "the active component of behavioral intervention" (Howard, 2003, p. 197) which will provide the transformative change needed to help White pre-service teachers examine their own beliefs. The dismissal of traditional activities often assumes that this type of instruction cannot be done richly but instead only in a very disconnected way. Nevertheless, traditional approaches do not necessarily mean bad approaches as these authors seem to imply. Readings and so-called traditional approaches still have to be incorporated into the class in meaningful ways. Allowing opportunities for students to make meaning is the cornerstone to constructivist approaches to pedagogy. If the traditional instructional unit is superficial, then there will be minimal opportunities to construct complex thinking about culture. The practical purpose of multiculturalism is to teach a monocultural and monolingual population of people that there exists something other than their worldview and that other worldviews are not necessarily inferior but different. With critical reflection, the focus is directed inward. Focusing the lens outward allows dominant students to see "the other" instead of examining more about themselves.

The study of language from the linguistic perspective provides teacher-educators and students alike with a new perspective on which to build. Since subjects such as phonetics and phonology are esoteric fields of study, many students may come into an

education class with little idea what the class will involve and few preconceived prejudices toward the subject. The teacher-educator is then free to create a new way of understanding language usage in the world. The same way that the Center for Human Origins and Cultural Diversity (CHOCD) uses anthropological concepts to understand diversity, language concepts can be used for the same purpose: to create a new perspective.

Discourse Analysis

Discourse refers to "the forms of language use" (Van Dirck, 1997, p. 2), and examines who uses the language, how the language is used, and when it was used (Mazur, 2004). The study of discourse draws from "diverse fields of linguistic, social psychology, communication, educational psychology and education, sociology of communication, and, more recently, human-computer interaction" (Mazur, 2004, p. 1074). Discourse can be informal or formal language events "from spoken talk to written texts" documented for analysis (Mazur, 2004, p. 1074). Data analysis can be "conducted at many levels: Abstract analyses of linguistic function and structures of discourse, the organization of talk by language users, structures of co-constructed dialogic meaning, breakdowns in communicative patterns, and examinations of the multilayer cultural and social implications of discourse" (Mazur, 2004, p. 1074).

In particular, systemic functional linguistics (SFL) is a discourse method appropriate for a variety of fields of applied language research because it is "premised on the complete interconnectedness of the linguistic and the social" (Unsworth, 2000, p. vii). SFL examines syntactic structures of language but focuses on language function. An examination of language texts "should focus on meaning and the ways in which people

exercise choices in order to make meaning” (Christie & Unsworth, 2000, p. 2).

According to Christie & Unsworth, (2000) “SFL theory proposes that the object of language study should be the whole text (meaningful passage of language), not decontextualized sentence or utterance” (p. 2). For SFL, a text is considered "a unit of language in use" (Halliday and Hasan, 1976, p. 2).

One of the founding contributors to SFL is Halliday and SFL grew out of the work of Firth who taught Halliday (Unsworth, 2000). SFL assumes that language is the systematic resource for expressing meanings in context and that people use this resource to exchange meanings (Halliday, 1985). In addition, the speaker is said to use a set of grammatical choices provided by language. SFL “describes language in terms of a set of choices of meaning. Every choice embodied in an utterance or text carries meaning in terms of the potential choices not made” (Christie & Unsworth, 2000, p. 2). Therefore, potential meanings are also considered.

According to SFL, language is analyzed in terms of four levels including (1) context, (2) semantics, (3) lexico-grammar, and (4) phonology. Context can be described in terms of the Field, Tenor, and the Mode (Christie & Unsworth, 2000). "The field of discourse is associated with presentation of ideas, thus typically involving 'content' words such as nominal groups (text participants), verbal groups (processes), and adverbial expressions (circumstances)" (Boscardin et al., 2006, p. 17). The tenor refers to the social roles and relationships between the participants:

The tenor of discourse is closely related to the speaker or writer’s display of stance (i.e., judgment or interpretation) in the text. The premise is that the speaker or writer expressed his or her personal stance in consideration of the listener or reader.

Thus, the display of stance involves various linguistic resources that create the interpersonal meaning. Such interpersonal choices include mood, modality, intonation cues (in spoken discourse), and lexical elements that carry an evaluative and attitudinal meaning. (p. 17)

According to SFL, the mode refers to the channel of communication such a spoken or written modes. Boscardin et al. (2006) state the following:

The mode of discourse refers to the way that language is structured in a given social context in which it is used. The structure of a text reflects both linguistic and nonlinguistic aspects of the social context, such as availability of feedback between speaker and hearer or between writer and reader. Linguistic resources that construe the textual meaning include cohesive devices such as conjunctions and connectors, clause-combining strategies, and thematic organization. (p. 18)

Semantics includes pragmatics and is divided into "three components or metafunctions: ideational, interpersonal, textual" (Christie & Unsworth, 2000, p. 2). The *ideational* represents our experience of reality. The *interpersonal* refers to social reality and functions "to set up and sustain interaction between people using language" (p. 2). The *textual* serves to achieve coherence and connectedness in discourse. Because meaning is expressed through words, lexico-grammar refers to the syntactic organization of words into utterances where the utterances are analyzed in terms of roles such as actor, agent, theme, mood, etc. (Halliday, 1985). Similarly, SFL examines meanings through realizations in phonology.

For the student, the written medium is considered the linguistic resource that constructs and communicates "the increasingly specialized knowledge of discipline areas" (Unsworth, 2000, p. 246). Unsworth (2000) states the following:

It is through their engagement with written texts that students gradually reconstitute their lexicogrammar in the more abstract written mode, providing the discursive means for the construction of what Vygotsky refers to as 'scientific concepts' and the development of the 'higher mental functions'. (p. 246)

The analysis of written texts can be done by examining the grammatical metaphor. For example, Halliday (1993) explains that,

His departure instead of he departed. Here the words (lexical items) are the same; what has changed is their place in the grammar. In stead of the pronoun He + verb departed, functioning as Actor +Process in a clause, we have determiner his + noun departure, functioning as Deictic +Thing in a nominal group. (p. 79)

This example shows the way in which SFL places emphasis on potential choices that could subtly change meaning in context.

Technology in Education

Collaboration and dialog are paramount to learning. Hoadley & Enyedy (1999) states that "learning occurs as a result of first participating in activities with others who scaffold the process, then internalizing and appropriating skills which allow the novice to become more expert" (p. 243). For Vygotsky (1981) true acquisition of a skill cannot happen without some sort of collaboration. For Bahktin (as cited in Koshmann, 1999), dialog has multiple meanings based on context. Using a computer is not an isolated

activity, nor does learning take place in the head of the learner. Instead learning is said to occur on a social plane during social interactions.

Pea (1996) argues that there are many different concepts of communications but he promotes a transformative view of communication for learning. Pea states that "when communication is viewed from this transformative perspective, not only students but teachers are transformed as learners by means of their communicative activities" (p. 176). In this way, everyone is a potential learner in the activity even the instructor. Learners are considered active participants "who have, by participating in various cultural practices, developed substantial beliefs and ways of thinking before ever coming to school" (p. 176). With regard to technology use in the classrooms, educators need to take into consideration the contextual histories of students in order to instantiate existing schema (Hoadley & Enyedy, 1999; Koschmann, 1999; Pea, 1996; Vygotsky, 1981, Warschauer, 1997).

Roschelle (1996) talks about conceptual change through conversational interaction. Roschelle (1996) states that "convergence is achieved through cycles of displaying, confirming, and repairing shared meanings" (p. 211). This process of concept formation can be achieved through meaningful interaction and dialog within the classroom. This process can be aided by use of technologies that promote expression of ideas such as with on-line DB's.

Scardamalia & Bereiter (1996) describe ideal schools as "knowledge-building communities" (p. 249) where the "process of expertise is effortful and typically requires social support." (p. 50). Pea (1996) contents the following:

For the social construction of understanding to take place, these interactive activities are, of necessity, highly interactive conversational exchanges requiring conjectures, responses, and repairs for all participants to determine what is meant from what is said and done. (p. 176)

The on-line DB is one tool that can be used for this type of communicative function. The application provides the ability to post a comment on a topic question posed by the instructor or another person. Making a comment is known as "creating a thread" or "posting" a new entry. An entry can be added as a new thread or as a reply or comment to an existing thread. If the thread is a reply to another entry, the reply will be marked hierarchically as an indentation of the comment. These types of "threaded discussion software archives the interactions via a text-based, time-coded transaction log" (Mazur, 2004, p. 1081). Another function of the DB allows for inclusion of electronic attachments.

These functions, known as the affordances of the DB application, make interactions easy to follow for the user. "Affordances are possibilities for action that are suggested by the physical features and inherent properties of objects" (Mazur, 2004, p. 1081). Gibson (1979) argued that affordances can enable or constrain based on their physical features. The ease of DB use for both instructors and students increase its power to encourage dialogue at any time and to extend and deepen face-to-face talk.

Conclusion

There are two important lessons that I have learned and need to be reminded of from time to time. The first lesson is that a positive attitude is a fundamental element needed for positive change and growth. Any type of social program, whether in

Education or another realm, does not function in a healthy way if the attitude is negative. For language, a positive attitude is only the first step. The "correct" positive reaction seems to depend on the sincerity of recognition. If the language is honored or "valorized" in the speech community, the chance that the learner will benefit from his bilingual circumstance is higher. The opposite is true for the learner in a sociocultural situation where the native language is stigmatized in the community. The learner, in this situation, will find that the task of learning become even more difficult. Educators have the potential to change this negative dynamic toward language diversity if their attitudes are truly changed or enlightened.

The second lesson is that creating adequate learning environments for students is hard work. While I believe that bilingualism is an advantageous trait for all students, I also think that too much emphasis is put on which language to use as the language of instruction. In fact, the teacher should be spending time ensuring that the learning activities that are created for the class are meaning making activities. Esquith, (2004, personal communication) states that reading skills are fundamental but they must be taught in a rich interactive way that allows all children at every level of English language competency to participate in classroom activities. He is so prepared to teach that every child regardless of literacy level or English language competency is given a part to play in the classroom. Everything that he creates for his class involves interactive and meaningful activities that involve every possible level of learner. Developing these activities means that the classroom teachers are responsible for organizing and facilitating activities that allow for rich interaction, dialogue, and meaning making. For the educator, this exercise is no small task.

To me, Esquith is an amazing teacher. Esquith teaches fifth grade in a rough inner city school called Houbart Boulevard Elementary located in one of the poorest neighborhoods of central Los Angeles. His students are mostly immigrants from Central American and Korean families. He uses only English as the medium of instruction for his classroom. Esquith believes that his role is to provide the children with access to the language of power. He is a talented individual who uses a variety of techniques and procedures within his classroom. By the end of the fifth grade, Esquith's students have finished a year of algebra and classical literature including eight Shakespeare plays. He has an incredibly high success rate with his students. It seems to me that the success rate has more to do with the quality of the educator and materials than the language of instruction.

I also believe that the cause of communication difficulties has more to do with cultural misunderstandings than language misunderstandings between the teacher and the student. The reaction of students to this type of misunderstanding is more than likely universal in that it, no doubt, affects different social stratification levels including ethnicity and class. The reaction of students is described in a number of ways; Kohl (1994) calls it "not learning" (p. 4). This type of resistance allows students to actively resist learning in highly complex and creative ways (McDermott, & Gospodinoff, 2003; Kohl, 1994). Often, teachers are unaware that the manipulation is taking place and only after close and consistent observation can the manipulation be uncovered (McDermott, & Gospodinoff, 2003). Being made aware of this type of resistance is the one step for future teachers to develop strategies to overcome it.

There is another point that should be emphasized to pre-service teachers. The teacher should spend very little time on changing spoken language. Stubbs (1986) observes the following:

The habits of the spoken language are usually so deeply ingrained that they are impervious to conscious teaching for a few hours a week in school. People need to be highly motivated in order to change their native dialect. Writing depends much more on conscious language behavior, and is therefore open to explicit teaching in a way in which the spoken language is not. (p. 96)

More importantly, many believe that eliminating an accent completely from a person's speech may be an impossible task both physiologically and psychologically (Lippe-Green, 1997; Pinker, 1994).

One intuition that I had before embarking on this investigation was that the study of language variation has benefits for everyone. Many multicultural educators advocate the study of language variation. They advocate teaching various anthropological and linguistic tools to come up with various concepts for variation (Delpit, 1995; Godley et al., 2006; Heath, 1983; Kohl, 1994; McKay, 1991). Whether it is called "playing the game" (Delpit, 1995, Paredes, 2000) or "code-switching" (Heath, 1983; McKay, 1991) students and teachers should be taught the principles of language use to discover new and multiple perspectives.

This chapter discussed diversity power, and oppression as it occurs in language and society. The language attitude section discussed language attitude studies that included an examination of the matched-guise protocol. In addition, this section described how language attitudes affect society and education. The standard language

ideology section defined standard language, its purpose in society and the role of education and the school in changing negative language attitudes. Also, this section examined how preference toward a standard language form can be viewed as oppressive by non-dominant groups.

The multicultural education section explained a need for alternative curricular materials in teaching diversity. The bilingual education section gave an overview of the history and realization of bilingual programs in the US and other countries. Moreover, this section defined bilingualism, described the value of being bilingual both cognitively and socioculturally, and the importance of "valorization" of home language to cognitive growth and development. The sociocultural theory section discussed the way in which this theory is used in education. Discourse Analysis section discussed the method of analysis that I will use to analyze DB forums. Technology in education examined the use of technology for purposes that promote collaboration and dialogue.

According to Godley et al., (2006), introducing linguistic content to educators can impact attitude change toward stigmatized varieties of English. Therefore, chapter three will describe the methods used to create and test a curricular unit regarding language designed to increase linguistic knowledge and change attitudes toward linguistic diversity. Four lectures, two multimedia activities and two paper and pencil activities were developed for the unit.

To examine whether linguistic information can impact language attitude change, both quantitative and qualitative measures were used. A pretest/posttest design elicited data to examine (a) effectiveness of the unit, (b) language attitudes change, and (c) demographic patterns in pre-service teachers. Chapter three also discussed the collection

of electronic texts generated through on-line DB forums created during two classes of education courses that received the language unit. As a control, the pretest/posttest survey was administered to one class that did not receive the intervention. These instructor/student generated texts were examined by a Discourse Analysis method called Systemic Functional Linguistics (SFL) to explore language attitudes and concepts (Halliday, 1975). A shareware program called TAMS Analyzer for Macintosh computers was used to organize and reveal emergent attitude themes and concept themes in the data.

Chapter three

Method

This chapter discusses the creation, implementation, and evaluation of a language unit developed for pre-service teachers at an urban university in Missouri. This chapter will include both an intervention method and a research method. The language unit was designed to increase linguistic knowledge and change attitudes toward linguistic diversity. The language unit included an overview of general linguistics, phonetics, phonology, sociolinguistics, language acquisition and bilingualism. This research also included the development of one 15-minute Compact disc (CD) and one 15 minute digital versatile disc (DVD). These 15-minute multimedia resources were used as instructional tools for the various topics within the language unit. Fourteen video-taped participants were needed to create the DVDs. The language unit was presented to pre-service teachers taking an education class that focused on child and adolescent development.

In addition to the development and implementation of an eight hour curriculum, this study employed a mixed-method approach collecting quantitative and qualitative data on education students receiving the enrichment curriculum as well as quantitative data on education students not receiving the curriculum. A mixed method design is a procedure for collecting and analyzing both quantitative and qualitative data in a single study to understand a research question (Tashakkori & Teddlie, 2002). A purposive sample of 60 pre-service teachers took a pre-test/posttest survey; some additionally received the intervention of the language unit. Of those 60 participants, 40 pre-service teachers participated in the Discussion Board (DB) forums and received the intervention of the language unit.

The quantitative data was collected by means of a pretest/posttest in this quasi-experimental study. A pretest/posttest survey elicited data that examined (a) demographic information, (b) language attitudes, and (c) the effectiveness of the unit in guiding pre-service teachers to think more complexly about issues of language and learning. The data from the survey were evaluated using mixed analysis of variance (ANOVA), Analysis of covariance (ANCOVA), paired t-tests, and Chi square analysis. The differences were considered statistically significant at a threshold $p < 0.05$.

The qualitative data was obtained by the collection of electronic texts generated through on-line (DB) forums in Blackboard, a software courseware system. The DB data, including instructor texts and student texts, were generated during two classes of introductory level education courses in which the language unit was taught. The on-line DB is one tool that can be used for communicative functions. The application provides the ability to post a comment on a topic question posed by the instructor or another person. Making a comment is known as "creating a thread" or "posting" a new entry. An entry can be added as a new thread or as a reply or comment to an existing thread. If the thread is a reply to another entry, the reply will be marked hierarchically as an indentation of the comment. This type of "threaded discussion software archives the interactions via a text-based, time-coded transaction log" (Mazur, 2004, p. 1081). Another function of the DB allows for inclusion of electronic attachments.

The instructor and student texts were examined by a Discourse Analysis method called Systemic Functional Linguistics (SFL) to explore language attitudes and concepts (Halliday, 1975). A shareware program called TAMS Analyzer for Macintosh computers was used to help organize and reveal emergent attitude themes and concept themes in the

data. TAMS Analyzer is open source qualitative software used for Discourse Analysis of textual themes in the social and cultural sciences. The program uses tags similar to those found in HyperText Markup Language (HTML) to mark and assign ethnographic codes to sections of the text. The user selects the relevant text and double clicks the name of the code on a list generated by the user. It allows the user to extract, analyze, and save coded information. The main themes in the qualitative data emerged from constant comparative analysis and TAMS results to document students' changing beliefs. A comprehensive code system was generated from this analysis.

Mixed method design

A mixed method design is a procedure for collecting and analyzing both quantitative and qualitative data in a single study to understand research questions (Tashakkori and Teddlie, 2002). Brewer & Hunter (1989) regard a mixed-method approach as a "legitimate inquiry approach" (p. 28). Edward (1982) believes that "the most useful assessment of language attitudes would be based on an eclectic approach" (p. 21).

Tashakkori and Teddlie (2002) argue that the mixed method design had historically been used for pragmatic purposes. In fact, pragmatism is considered the foundation of mixed methods. Other paradigms that embrace pragmatic activist goals include the transformative-emancipatory perspective (Mertens, 2002):

Historically, research methods texts did not concern themselves with the politics of human research and social justice. However, changing conditions outside and inside of the research world have brought increased attention to the need to address these issues in such work. In society at large, trends in demographics and

increased social pluralism increase the importance of recognizing cultural differences and injustices based on those cultural differences (p. 135)

Because most researchers who use this design do so for pragmatic purposes, the mixed method design has not necessarily been considered a new paradigm. However, Tashakkori and Teddlie (2002) believe that the mixed method design has now “evolved to the point where it is separate methodological orientation with its own worldview, vocabulary, and techniques” (p. x). Tashakkori and Teddlie (2002). Define three areas where mixed method designs are superior to single approach designs:

1. Mixed method research can answer research questions that other methodologies cannot.
2. Mixed method research provides better (stronger) inferences.
3. Mixed methods provide the opportunity for presenting a greater diversity of divergent views. (14-15)

Truly, using a mixed methods approach provides a complex picture of social phenomena (Green & Caracelli, 1997).

Intervention method

The development, planning and evaluating of a complex curricular unit was more time consuming than originally thought. Therefore, the media products had to be scaled back. The proposed plan included the development of seven 15-minute digital versatile discs (DVD). These 15-minute DVDs were to be used as instructional tools for the various topics within the language unit. It was proposed that 50 video-tape participants would be needed to create the DVDs. Table one shows the type of activities proposed

which included digital versatile disc (DVD), compact disc (CD) and paper and pencil activities.

Table 1: Proposed Lecture Topic, Activity Name and Activity Type

Lecture topic	Activity name	Activity type
<u>Lecture 1</u> Introduction to linguistics Articulatory phonetics	Description activity	DVD format
<u>Lecture 2</u> International Phonetic Alphabet (IPA)	Reverse transcription and transcription activity Past tense morphemes in English World languages activity	Paper and pencil Paper and pencil CD format
<u>Lecture 3</u> Language variation Language acquisition	Speech genre activity Code-switching activity Language acquisition activity	DVD format DVD format
<u>Lecture 4</u> Standard language Written language	World Englishes activity Non-native Englishes activity	DVD format DVD format

DVD description and classroom use

A 15-minute DVD was to be created with clips of utterances from a language other than English. This activity would be called the *description activity*. This DVD would use video clips of adult native speakers of languages other than English. In addition, the adult speakers would be representatives of the St. Louis speech community with three years residence or more in the area. Student-participants would be asked to describe the language using the information on articulatory phonetics provided in the class content.

A 15-minute DVD was to be created with clips from languages other than English called the *world languages activity*. This DVD would be video clips of adult native

speakers of languages other than English. In addition, the adult speakers would be representatives of the St. Louis speech community with three years residence or more in the area. Student-participants would be asked identify the language and a country in which this language is spoken. In addition, student-participants would be asked to transcribe simple utterances using the International Phonetic Alphabet (IPA).

The activity called the *code-switching activity* was to include a 15-minute DVD created with clips of natural conversation where adult speakers switch between languages, registers or speech genres. In addition, the adult speakers would be representatives of the St. Louis speech community with three years residence or more in the area. Student-participants would be asked to listen to the code switch to identify where switches occur syntactically, morphologically or pragmatically by the speakers. In addition, student-participants would be asked to transcribe simple utterances using IPA.

The activity called the *speech genre activity* would include a 15-minute DVD created with clips of natural conversation using functional variation; in other words, a look at language use for pragmatic reasons. This DVD would use video clips of speakers naturally using language in functional or pragmatic ways. In addition, the speakers would be representatives of the St. Louis speech community with three years residence or more in the area. Student-participants would be asked to identify the different functions that the video clips represent. In addition, student-participants would be asked to transcribe simple utterances using IPA.

An activity called the *language acquisition activity* regarding language acquisition was to be created. A 15-minute DVD would be created with clips of children's speech at different ages along the language acquisition spectrum from age birth to five

years of age. This DVD would be the only one that uses speakers under 18 years of age. Since children acquire language similarly in any environment, it is not necessary to use utterances of children from the St. Louis area alone. However when possible, child speakers would be representatives of the St. Louis speech community as they acquire language in this particular speech environment. Student-participants would be asked to identify the age and stage of development of each utterance. In addition, student-participants would be asked to transcribe simple utterances using IPA.

An activity called the *world Englishes activity* was to include the creation of a 15-minute DVD with clips of different types of native English. These clips would include speakers from India, England, St. Louis, Southern Illinois, Louisiana, and St. Lucia. This DVD would use video clips of adult speakers of these varieties of English. In addition, the adult speakers would be representatives of the St. Louis speech community with three years residence or more in the area. Student-participants would be asked to identify the language variety and the region of the world where the variety is spoken. In addition, student participant would be asked to transcribe simple utterances using IPA.

The last activity was to be called the *non-native Englishes activity* and include the creation of a 15-minute DVD featuring speakers of Mandarin Chinese, German, Mexican Spanish, Farsi, and Arabic who have acquired English as a second language and use English in their daily lives. This DVD would use video clips of adult speakers using the second language. In addition, the adult speakers would be representatives of the St. Louis speech community with three years residence or more in the area. Student-participants would be asked to identify the speaker's native language variety and the region of the world where the variety is spoken based on the phonological features in the speaker's

English. In addition, student-participants would be asked to transcribe simple utterances using IPA.

Paper and pencil activities

There were two paper and pencil activities developed for the class. First the reverse transcription and transcription activity was created. Students were given cards with famous quotes from Mark Twain, Annie Sullivan, Abigail Adams, and Rita Mae Brown. These quotes were written on the cards using IPA. Students were instructed decipher the IPA into an English translations. Next, students were given cards with famous quotes from written in English from Benjamin Whorf, Benito Juarez, Rita Mae Brown, and Helen Keller. Students were instructed to write these sentences using IPA. The second pencil and paper activity was an analysis of the past tense morphemes in English (Farmer & Demers, 2001). The activity gives a set of English data and the instructions are to find the morphological pattern within the data set. Both activities illustrate the differences between written and spoken language.

Subjects and classes

It was proposed that four classes of pre-service teachers would be chosen to receive the intervention of the language unit and/or take the pretest/posttest survey. Two classes of pre-service teachers were to take the pretest/posttest survey and receive the intervention of the language unit. As a control, two classes that would not receive the intervention were to take the pre-test/posttest survey. A purposive sample of 100 pre-service teachers were to take a pre-test/posttest survey and/or receive the intervention of the language unit.

Plan modification

Due to time constraints and availability of classes and video-participants, certain changes were made to the proposed plan. I had planned to present the full curriculum in two sections of the Introductions to Learners and Learning classes. However, my plan changed when I spoke to two professors about presenting in their classrooms. I was able to make arrangements to teach in three sections instead of two sections of the class. One of the professors allowed me to teach my full curriculum including the DB assignment in two of his sections of the class. Another professor, allowed me to teach half of the curriculum without the DB assignment to one section of her classes. The full curriculum consisted of eight hours of instruction over four class periods, each session lasting one and half hours and included having the students respond to the DB forums. I taught the first and third lecture to the Tuesday morning class for a total of three hours of instruction over two class periods. No DB assignment was given to the Tuesday morning class. Table two shows the class description, type of intervention, hours of intervention each class, type of data collected, and the number of participants who completed the pre-test/posttest survey.

Table 2: Actual Implementation of Plan

Class description	Type of intervention	Hours of instruction	Type of data collected	Pretest/posttest participants	DB participants
Monday morning class	Language unit intervention	8 hours of intervention/all four lectures	DB forums + Pretest/posttest survey	20 participants	22 participants
Tuesday morning class	Language unit intervention	4 Hours of intervention/1 st and 3 rd lecture	Pretest/posttest survey	8 participants	0 participants
Tuesday afternoon class	Language unit intervention	8 Hours of intervention/all four lectures	DB forums + Pretest/posttest survey	12 participants	18 participants
Control class	Pretest/posttest survey ONLY	No intervention	Pretest/posttest survey	20 participants	0 participants

Sixty pre-service teachers took the pre-test/posttest survey and/or received the intervention of the language unit. Of those 60 participants, 40 pre-service teachers participated in the DB forums and received the intervention of the language unit. In-service teachers were not surveyed nor received the intervention of the language unit for this research. Only two of the proposed multimedia resources were completed and used to the language unit. Those multimedia resources include the “speech genre activity” and the “world languages activity.” With the time available from instructors, there was not time to use the free range of planned activities.

Lectures and activities.

The unit included four linguistic lectures, discussions and multimedia activities developed for four class sessions each lasting 1.5 hours. Table three outlines the lecture topics, names of the activities and the type of activity. The type of activities included digital versatile disc (DVD), compact disc (CD), paper and pencil activities, and Internet resources.

Table 3: *Lecture Topic, Activity Type and Activity Type*

Lecture topic	Activity name	Activity type
<u>Lecture 1</u> Introduction to linguistics Articulatory phonetics	World languages activity	CD format
<u>Lecture 2</u> International Phonetic Alphabet (IPA)	Reverse transcription and transcription activity Transcription activity Past tense morphemes in English	Paper and pencil Paper and pencil Paper and pencil
<u>Lecture 3</u> Language variation Language acquisition	Speech genre activity	DVD format
<u>Lecture 4</u> Standard language Written language	Language attitudes, use and abilities as seen in nature and television shows	Internet-YouTube

The first lecture included an introduction to the study of linguistics and its connection to education. The first activity included an audio compact disc (CD) created with clips from languages other than English called *world languages activity*². Students were asked to guess the language with the features and origin that describe the language that they hear on the CD. Students were broken into groups of three or four. Students were asked to listen to a clip of ten distinct languages. The languages on the CD included Igbo, Arabic, Hindi, Japanese, Hausa, Thai, Cantonese, German, and French. The students were told to identify any languages that they could. Next, they were given two sets of cards. One set of cards called "the language cards" had the name of a language on it. The other set of cards called "the origin cards" had the country or area of the world in

² The audio clips were found on the web site for the department of linguistics at the University of Victoria in British Columbia, Canada at http://web.uvic.ca/ling/resources/ipa/handbook_downloads.htm.

which the language is spoken including descriptive features of the language. Students listened to the utterances a second time and tried to match the language card with the origin card with the sequence of utterances as they are heard.

In addition, five language universals were discussed in this lecture including:

1. All languages change over time.
2. Variation is natural to all languages at every level.
3. Language acquisition is innate.
4. Written language and natural language (spoken, sign) are fundamentally different systems.
5. All language varieties are equal in linguistic terms (not socially or politically).

(Lippe-Green, 1997, p. 10)

These universals are discussed in detail in the *Linguistic facts of life* (Lippe-Green, 1999).

This reading was included in the set of articles for week two of the language unit.

The second lecture demonstrated the International Phonetic Alphabet (IPA)³. A broad overview of symbols was included in which English consonants and vowels were shown. Symbols and audio recording of phonemes from other world languages, such as clicks and tones, were demonstrated. Certain elements of English phonology, such as formation of the plurals, were also described. This lecture also defined language and explored the ideas of descriptive versus prescriptive grammar.

Several phonetics and phonology activities were shared with students. Students were broken up to groups to work on a reverse IPA transcription of selected famous quotes or other utterances in English. There were five quotes used and each group was

³ Samples of different phonemes in IPA were found on the website for the University of California, Los Angeles (UCLA) at <http://phonetics.ucla.edu/>.

encouraged to reverse transcribe all five quotes. Next, the students were given five more quotes in English. This time they were asked to transcribe one quote. Another activity was to complete an exploration and description of the formation of past tense in English (Farmer & Demers, 2001).

The first half of third lecture included the topics of language variation. Variation was discussed in terms of regional, social, and functional varieties. Also, variation was discussed in terms of phonetic and phonological changes, morphological changes, syntactic changes, and semantic changes. Functionally, language variation was discussed in terms of register and context. Pidgins and creoles, etymology, the study of sociolinguistics will be introduced in this lecture.

The activity called the *speech genre activity* included a multimedia DVD created with clips of natural conversation. The students were given cards with the speech situation that described the context in which the utterance occurred. The contexts included *whiney kid, ordering lunch, manager about employee, career regrets, baby talk, toddler talk, dance party, price of food, student to teacher, and teacher talk*. The students listened to the speech only version and matched the utterance with the context card. Next, students were given the second set of cards that had the speakers involved in the utterance. This set of cards is called "the interlocutor cards". Each card had the interlocutors written on them. For instance, the cards were labeled: "adult about young adult", "adult to adult," "young adults," "young adult to adult," "young children," "children," "child to adult," and "adult to infant." There were two instances of conversation in which adults are conversing together; therefore, two cards were labeled

"adult to adults." Students matched the interlocutor cards with the context cards after listening to the recording another time.

A third set of cards was given to students that had the transcript of the utterance written on it in IPA. Students matched the third set of transcript cards to the audio recording, and other card sets. After they had completed matching all three card sets, students were given a chance to see the video clips with the audio.

The second half of the third lecture included a discussion of language acquisition. Language acquisition universals are also discussed in this lecture:

1. Children are born with the ability to produce the entire set of possible sounds, but eventually restrict themselves to the ones they hear used around them.
2. Children exposed to more than one language during the language acquisition process may acquire more than one language, if social conditioning factors are favorable.
3. At some time in adolescence, the ability to acquire language with the same ease as young children atrophies. (Pinker, 1994)

The phenomenon of pidgins and creoles was discussed as an example of the innate nature of language acquisition to all humans without impairment (Pinker, 1994). Also, this part of the lecture included a discussion of the deaf, aphasia, second language acquisition and bilingualism (Pinker, 1994, Hamers & Blanc, 2000). Finally, the topic of bilingual education was discussed.

The fourth lecture included a discussion of standard and nonstandard language varieties. This lecture also discussed how the process of standardization and prescription

affect issues of power, identity, and status. Finally, written and spoken language systems were discussed by outlining the purposes of each system. This discussion illustrated the three different writing system types including logographic, alphabetic, and syllabic. A video montage was created which included clips obtained from YouTube that describe language attitudes, language use, and natural language ability as seen on The Lucy show, Chappelle's Show, an Orbit's gum commercial, and Dr. Attenborough regarding the description of the Lyre bird. The video was used for a final wrap-up discussion regarding the content of the language unit.

The Readings

In addition to lectures and activities, ten readings were chosen for the unit. Students were, at times, given a choice of readings so they were required to read eight out of ten articles. Students were able to retrieve these articles electronically from on-line DB forums set up for the class. In addition these documents were on reserve in the library. Table four lists the readings and the DB forums in which the reading were attached.

Table 4: *Discussion Board Forums and Readings*

Discussion Board Forum	Readings
DB # 1	“Trilingualism” (Baker, 2002) “What teachers should know about language.” (Fillmore & Snow, 2000)
DB # 2	“The Linguistic facts of life” (Lippe-Green, 1999) <i>Choose between:</i> “Social contexts for ethnic borders and school failure.” (McDermott & Gospodinoff, 2003) or Chapter 12, “Linguistics strengths of Mexican- American students.” (Sheets, 2005)
DB # 3	Chapter 12, “Chatterboxes” (Pinker, 1994). Chapter 9, “Baby born talking, describes heaven” (Pinker, 1994)
DB # 4	“I ain't writin' nuttin': Permission to fail and the demands to succeed in an urban classroom” (Ladson- Billings, 2002) <i>Choose between:</i> Chapter 5, “The educational system” (Lippe-green, 1999) or Chapter 12, “The language mavens” (Pinker, 1994)

The readings for the first week were two articles from Delpit's & Kilgour's (Eds.) (2002) *The skin that we speak*. These articles were attached to DB forum one. The first article is called “Trilingualism” (Baker, 2002). This article talked about an activity used in a high school class to teach aspects of sociolinguistics to students. This activity teaches the anthropological method of description to students. I chose this article because it gives a practical way to discuss language and includes activities for teachers to support using language differences as a resource to promote learning.

The second article is called “What teachers should know about language” (Fillmore & Snow, 2000). This article gave a justification for the study of language and teacher education. In addition, this article gave examples of the types of phonetic and phonological information teachers need to know in order to teach literacy skills to

students. Most importantly, this article detailed the types of linguistic information teachers should know in order to teach all students effectively.

The second week's readings included a chapter called "The linguistic fact of life" from *Language with an accent* (Lippe-Green, 1999). This chapter explained the reasons that language variety occurs and the different types of variety including regional, and social variation. This article also detailed the five language universals described in lecture one.

The second reading was a choice from "Social contexts for ethnic borders and school failure" (McDermott & Gospodinoff, 2003) or Chapter 12, "Linguistics strengths of Mexican-American students" (Sheets, 2005). The first article described verbal and nonverbal cues between a disruptive African-American student and a White teacher teaching at the elementary level. It was discovered that subtle miscommunications were occurring between the teacher and student. When these miscommunications were reconciled, the disruptive behavior of the student diminished. The second reading described pedagogical activities that are affective and creative. This article also emphasized the enormous amount of work that it takes to create learning situations for students of any ethnicity. These articles were attached to DB forum two.

The third week, students were required to read two chapters from *The language instinct* (Pinker, 1994). These readings were attached to DB forum three. The first reading is from Chapter two entitled "Chatterboxes." The second reading was Chapter nine entitled "Baby born talking, describes heaven." Both these chapters described the nature of language acquisition including studies on the deaf, aphasia, and pidgins and creoles and other information from lecture three. Pinker (1994) writes the story of

language acquisition in such an interesting way it almost seems like a novel. I chose these articles because of the style of writing and the amount of information in these chapters.

The fourth week the students read “I ain't writin' nuttin': Permission to fail and the demands to succeed in an urban classroom” (Ladson-Billings, 2002). This article was chosen because it emphasizes the great obstacles teachers must overcome to get some children to learn. The bottom line for this article is that in spite of these obstacles a teacher's job is to demand success and for all children to reach their potential.

Next, the students were given a choice to read a chapter from either Lippe-Green (1997) or Pinker (1994). Students read Chapter six “The educational system” from Lippe-Green (1997) or Chapter 12 “The language mavens” from Pinker (1994). These chapters described a similar phenomenon of how a highly prescriptive or standard perspective of language can lead to folly. These readings were attached to DB forum four.

The Assignments

Students attended classroom sessions regularly, participated in activities, read eight of ten readings, and responded to the DB forums a total of ten times. Each DB entry posted to a DB forum was to be at least three paragraphs in length for a total of 30 paragraphs of written text. The students were asked to respond to all five DB forums (See Appendix F). Students also had to read and respond to five DB entries that were posted by either the instructor or another student. In this way, students were encouraged to become interactive with other student and teacher posts. This interaction encouraged the communicative ability of the DB application. Each DB entry was worth 10 points for a total of 100 points for completing the entire unit.

The fifth DB was set up for students to respond to in-class lectures, activities, and dialogue. This DB did not have an attached reading but was used to respond to in-class lectures, activities, and dialog as well as an opportunity for students to critique the unit and lecture performance. The teacher-educator and the students also used the DB forums to share other links and resources.

Classroom descriptions

One class met on Monday mornings from 10:00 a.m. to 12:00 p.m., another on Tuesday morning from 8:00 a.m. to 10:00 a.m. and the third on Tuesday afternoon from 12:00 p.m. to 2:00 p.m. I taught the full six-hour curriculum to the Monday morning class and the Tuesday afternoon class. I taught four hours of the curriculum to the Tuesday morning class (See Table 2).

I taught starting the third week of the semester until the sixth week of the semester for the full curriculum and the fourth and fifth week of the semester for the half curriculum. Twenty-two students participated on the DB forums from the Monday morning class and 18 participated in the DB forums from the Tuesday afternoon class. In all, 40 students participated on the DB forums. Before coming to teach the curriculum and distribute the surveys, I came into each section the first week of the class to introduce myself and explain that I would be coming back in a couple of weeks to teach. Each class had a different dynamic depending on many factors.

Monday morning class. Before teaching this class, I had been teaching various subjects such as composition and Latin American history as an adjunct for various colleges in the area. For my assistantship, I had been presenting the prepared anthropology curriculum for the Center for Human Origin and Cultural Diversity

(CHOCD). In addition, I had gotten a chance to practice part of the first and second lecture on two occasions before I presented the entire curriculum. However, it had been almost three years since I last taught this class at the university. The Monday section would be the class that would get the first presentation of each lecture's material. For me, this meant that I was always the most rusty and nervous for this section's presentation.

My advisor and the classroom instructor observed every Monday morning class. Between 28 to 31 students attended class each time which is a large class for me. I usually do much better with smaller groups because large groups intimidate me.

The room was not large but did accommodate all the students with no desks unoccupied. The class was quiet when I explained my project and asked them to fill out a consent and survey. I asked permission to use the student DB entries for my research by having students sign a consent form to use their data in the study (See Appendix D). I explained the study, got consents signed, and administered the pretest/posttest survey during day one of the intervention. During this session, I briefed the students regarding the study, the language unit, and my goals for the study and the future of my unit. The students were informed that they were not required to participate in the research study, but were required to complete the unit content for class credit. Students were told that they would remain anonymous and that they could decide at any time to withdraw from the study without any grade repercussions (See Appendix D). This briefing took about 10 minutes.

Students were given 20 minutes to take the pretest/posttest survey (See Appendix A, B, & C). This part of the survey includes the demographics, linguistic content, and the LAS sections. Next, I gave an explanation of the assignments and requirements for

successfully completing the language unit. This part took about 10 minutes. First, the instructions for the assignments were passed out to the students. The teacher-educator modeled the use of the university on-line system to show students how to find and use the DB forums. Students were given the grading requirements for the language unit in writing. (See Appendix G). The grading assignments were reviewed with the students. Next, a 30-minute lecture and discussion regarding general linguistics and the 20-minute "World languages activity" was done.

In the first lecture, I presented the introductory material and facilitated the world language activity. I had many doubts about how well I had performed. For instance, I wondered if I had given enough introductory information that connected my lecture with the goals of the class. I wondered if the world languages activity needed to be modified. I wondered if the class was receptive to my message. During the lecture, I tended to focus on my notes which never left my hands and I followed the lecture as I had written it; these practices resulted in a performance that lacked conviction as if I were unsure of what I was saying.

At first the students hesitated when asked to work in groups and move their desks accordingly. Once the activity got started, the students seemed a bit more engaged in the activity. They seemed grateful for a break from the lecture material.

After class, I met with my advisor and the classroom professor. My advisor pointed out that I had used the wrong metaphor when speaking about language acquisition that may have given the students a false impression about the process. I had said that language acquisition is natural like a butterfly coming out of its cocoon. This metaphor only explains half of the process and leaves out the social and environmental

factors involved in the process. A better metaphor might be the example of a duck coming out of its shell and imprinting on the creature it first encounters. If the duckling happens to see something other than its mother, then the duckling will imprint on this other creature and begin to follow and act like this creature instead of acting like a duck.

The next lecture was about phonetics, phonology, and learning a little bit about international phonetic alphabet (IPA). This lesson was the most challenging lecture because teaching students IPA is difficult for many reasons. Getting the students to want to learn IPA can be a challenge if the students cannot connect how this information might help them as an educator. Furthermore, learning phonetics and the corresponding IPA symbols is often difficult for students to learn because it is different from anything else they have been taught with regard to writing. Students are conditioned to know the “right” way to say something. Phonetics and IPA teaches that there is no “right” way but instead an actual description of the way a person speaks represented by IPA symbols. These symbols can then be interpreted by any linguist giving him or her an exact representation of the speaker’s speech patterns.

At the beginning of the session, I had some questions from the students about the assignment and the use of the DB forums. I tried my best to explain the assignment requirements and use of the DB forums. However, I felt that some students were still confused by the crinkled eyebrows that I observed.

I also made the mistake of leaving the screen for the projector down giving me only a small part of the blackboard on either side of the screen in which to display my outline. These little areas soon became cramped and disorganized making it hard for the students to follow. I became frustrated and went directly to the IPA activities. I was

fearful of how the students would be able to perform the activities with limited instruction, but I pressed on. I made up for the sometimes less than clear instruction by going around to each group and giving on the spot IPA instruction. To my surprise, the activities went better than expected. The students did not become frustrated but were engaged in the activity. I considered the lesson to be my first success with regard to teaching IPA.

After the transcription activities, I presented complicated phonological material but I was only able to present so much of the information. The students seemed to be full of all the information they could take in one session. I saw far away looks and tired faces. I asked the students if they wanted to know more and they all cried “No!” I went on to the morphology activity that covered the past tense formation of English. The students were grateful for the introduction of new material and were engaged in trying to figure out the activity.

After class, my advisor noted that my use and organization of the IPA lecture needed to be revised. She stated that “it was difficult to track where the symbols were going on the chart.” She noted that other students were also having trouble tracking the symbols. She suggested that a pre-made chart that could be filled in during class might help with the organization. I realized that I could also simply lift the screen and use the whole board which would give me the space I needed. My advisor also noted that I would have to be clearer in my presentation of the assignment and requirements. She suggested reworking the assignment giving a clear table and modeling the use of the DB forums (Conference notes February 4, 2008).

During a side conversation, my advisor talked to an older woman who did not “get” how this material will be useful to her. This disconnect is something that I struggled with when I taught this curriculum the first time. This comment was the first indication that I was still struggling with this problem.

Even with these criticisms, there were many things that went well during the lesson. I felt more comfortable with the material and how I had connected it with the information from the first lecture. In the first lecture, I wanted to bring the students into the world of anthropology and think of their learning in those terms. This instruction is especially important to the study of phonetics and learning IPA. My advisor noted that I reminded the students of the information in the first lecture and the reason why a student of phonetics first learns to transcribe their own language. The instruction from the first lecture was that an anthropologist had to know themselves first before they could have a clearer perspective about other cultures. The same is true for transcription. During the activity, my advisor noticed that I gave positive encouragement for the students to be “good and noisy” because silent transcription is not possible. My advisor’s last comment noted that “overall, a solid lesson with evidence of increasing buy-in from the class.”

The third class, I taught language acquisition and language variation. While these are independent topics, I felt that the students needed to know the information from the language acquisition lectures before going on to study language variation. The reason is because language acquisition explains why there is language variation in the first place. However, I did not complete a language acquisition activity, so I only had the language variation activity completed. Developing only the variation activity made presenting the language acquisition topic before the language variation topic problematic because the

activity would not go along with the language acquisition lecture material. I felt nervous about this predicament. Nevertheless, I presented the language acquisition subject first, then the language variation activity, followed by the language variation lecture.

The information on these two subjects is far too vast to cover in a 90 minute period. I felt rushed in covering the material. Moreover, I rushed the students during the activity and some student became frustrated. I noticed that one student eventually sat back with her arms folded no longer participating. My advisor noticed that I had rushed the material and activity in such a way as to frustrate some of the students into giving up on the activity. She also noticed that I tended to stay by the computer away from the students giving the impression that I was not accessible to students.

During the fourth and last class session, I taught standard language and written language. I presented a comprehensive definition of standard language and how it is connected to education and to written language. This session consisted of a straight forward lecture because again I had no activity completed for this session. My advisor was not present on this session due to another commitment. The instructor for the section gave me feedback for this session. The students seemed happy that this would be the final presentation.

At the end of the lecture I took questions. Some students still seemed confused about the nature of language acquisition. They wanted to know if language acquisition was completely innate or partially learned. This confusion was probably due to the first class when I gave the wrong metaphor about the butterfly and that language acquisition was truly innate. This choice of metaphor was confusing because language acquisition is actually the perfect blend of innate abilities and social and environmental factors.

However the fact that they were asking questions indicates that they had engaged in thinking about the content. The session ended with administering the posttest survey to the class.

Overall, I felt that this class was my biggest challenge. The atmosphere was not as accepting of the need for the curriculum at times. I noticed that one or two students spent time doing other work or even sleeping during my lectures. I had to work to get students to talk or ask questions regarding the material. Students were slow to move into groups for activities. I never felt a connection with this class as I did with the other two classes I taught.

Tuesday afternoon class. After presenting my lectures and activities to the Monday morning class, I presented the same set of lectures to the Tuesday afternoon class. After the Monday morning presentation, I had time to reflect and make changes to the organization of material and activities. Therefore, the Tuesday afternoon sessions seemed to go more smoothly. I was relaxed and comfortable with the material and activities to facilitate.

During these sessions, I was observed by my one or two members of my committee as well as the class instructor. This section of class was smaller than the Monday morning section with about 18 to 20 students attending each session. In addition, the classroom was much larger than the Monday section and not all the desks were filled with students. With the larger room and less students, the rooms seemed more inviting and comfortable for the students and me.

During the first lecture, I gave instructions about the project and administered the pretest survey to the class. This procedure was presented in a much clearer manner and

the students took only 15 minutes to complete the consent and survey. Having a shorter survey time meant that I would have more time for the lecture and activity.

Although I held my notes in my hand for security, I did not read directly from them. My presentation was more confident and I appeared to be more knowledgeable and sure about what I was claiming. I physically came closer to the students when I spoke and I felt more engaged with the audience. The students seemed to respond to my presentation by asking questions or telling their own language anecdotes. My committee member who observed me also noted that I seemed comfortable with the material and that the examples I gave were compelling.

For the second lecture, I had learned from the first presentation to raise the screen to allow myself more room on the board to draw the IPA chart. The presentation of the symbols and the places on the IPA chart were much clearer for the students to see and understand. The transcription activities went much better during this lecture than during the Monday morning class. Both activities took much less time than when the Monday morning students did them. For that reason, I was able to present the entire portion of the phonology and morphology section. The students were more engaged and interested in this material than the Monday class. When I asked if they wanted to hear more, they replied "Yes!"

In the third lecture, I decided to make some changes from the way I had presented to the Monday class. Instead of presenting the language acquisition material followed by the activity, I would present both the language acquisition material and the language variation material. I would save the activity for the next class. I felt that the activity had been misplaced in the first lecture. Also, I felt rushed when I presented during the

Monday class and I wanted to take a little more time with the material. When I feel comfortable with the class in which I am presenting then the students feel comfortable asking questions, telling stories, and participating in a discussion. This type of interaction is exactly what occurred. The committee member who observed me that day noted that students were changing their word choices to match the new concepts that they were learning about language variation. He also suggested that I include an activity in between the two lectures but that he thought that the class was nevertheless very engaged in the material (Conference notes February 19, 2008).

In the fourth lecture, I opened with the language variation activity. Since we did not feel rushed the students were much more engaged in the activity. There were none of the frustrations that occurred in the Monday class. The committee member who observed me suggested that I change some of my written language information to reflect different origin dates than the ones I gave. It seems I had used the dates given from a controversial source. The committee member suggested I look elsewhere for those date on the origins of written language. I planned to make those changes accordingly.

Overall, the students in the Tuesday afternoon class were much more receptive to my message than the Monday class. There were lively discussions, comments and questions from the students during each session. The activities were met with enthusiasm and the students were also quick to form groups and start working.

Tuesday morning class. This class was located in the same classroom as the Tuesday afternoon class. The class also had 20 students. However due to the weather only about 12 to 14 students came to either session. This section was by far the most enthusiastic class with regard to the material I was presenting. The professor who taught

the class had really prepared and pumped the students up for my presentations. The students were always full of questions and comments. The *world languages activity* and the *speech genre activity* were also well received. Several students stayed after each class meetings to talk about the material.

I started presenting a week after I had presented to the Monday morning class and the Tuesday afternoon class. For this reason, I was even more comfortable because it was the third time that I had presented the introductory material. I did not need to hold my notes. I could present comfortably without any security that the notes had given me. For the second and last lecture, I presented the language acquisition material, then the speech genre activity followed by the language variation material. Although I had felt rushed and even frustrated during the Monday morning class using this plan, I did not have these same complications while presenting during this session.

Quantitative Method

Quantitative questions

Do pre-service teachers gain a greater understanding of linguistic concepts after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam? Do pre-service teachers have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest Language Attitude Survey (LAS)? Do teachers have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest for each of

the four LAS subscales including (1) usefulness, (2) consequences, (3) philosophies and (4) cognitive abilities of speakers of nonstandard and Black English varieties? How do demographic variables affect the outcome of the pretest/posttest survey?

Hypotheses

Validation Hypothesis 1: Pre-service teachers will gain a greater understanding of linguistic concepts after the intervention of the language unit as measured by the pretest/posttest content test.

Primary Hypothesis 2: Pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest Language Attitude Survey (LAS).

Secondary Hypothesis 3: Pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention as measured by the pretest/posttest for each of the four LAS subscales including (1) usefulness, (2) consequences, (3) philosophies and (4) cognitive abilities of speakers of nonstandard and Black English varieties.

The importance of the validation hypothesis, if supported, is that it will confirm that learning has taken place. The validation hypothesis supports the primary and secondary hypotheses. The primary hypotheses, if supported, will confirm that overall attitudes have changed. The secondary hypothesis, if supported, will confirm that attitudes were changed according to each of the LAS subscales which include (1) the structure and inherent usefulness of non standard English, (2) the consequences of using

and accepting nonstandard English dialects in educational settings, (3) the philosophies concerning use and acceptance of nonstandard English dialects in educational and other settings and (4) the cognitive and intellectual abilities of speakers of Black English.

These hypotheses will be considered supported if there is a statistically significant interaction from mixed ANOVA and a statistically significant difference from the paired t-test such that the treatment group improves from the pretest to the posttest while the control group does not.

Materials

The pretest/posttest survey consists of three sections (See Appendix A, B, C). The first section of the survey contains demographic characteristics including information such as education level, academic major, sex, age, ethnic origin, languages spoken, languages studied and travel experience (See Appendix A). The second section of the test surveys linguistic knowledge according to the content of the linguistic unit created for the purpose of this study (See Appendix B). The third section of the test uses the LAS to measure language attitudes (See Appendix C).

The Language attitude scale

Taylor (1983) rated teachers' attitudes toward Black and nonstandard English as measured by the Language Attitude Scale (LAS) (See Appendix C). There are two forms of the LAS. There are 21 items across four content categories or subscales. Subscale one elicits attitudes of structure and inherent usefulness of nonstandard English. Subscale two elicits attitudes toward the consequences of using and accepting nonstandard English dialects in educational settings. Subscale three elicits attitudes toward the philosophies concerning the use and acceptance of nonstandard English dialects in educational and

other social settings. Subscale four elicits attitudes toward cognitive and intellectual abilities of speakers of Black English (See Appendix C). Respondents rate these types of statements along a five point Likert scale from strongly agree to strongly disagree with a score of three meaning that the respondent had no opinion about the statement. For this study, LAS form two was chosen to measure language attitude change (See Appendix C). The choice of LAS form two instead of LAS form one was arbitrary. Nevertheless, the language in the LAS form two appealed to me more than LAS form one because category four items included more technical linguistic language which is why I chose form two for the study.

The subjects, classes and consent procedure.

The subjects for this study were pre-service teachers at a mid-western university. The students were undergraduates or graduates exploring teaching as a possible career. These students were taking an education class required for a bachelor's degree. Four classes were chosen to take the pretest/posttest survey (See Table 2). Forty pre-service teachers took the pre-test/posttest survey and received the intervention of the language unit (See Appendix A, B, & C). As a control, twenty pre-service teachers who did not experience the language unit took the pretest/posttest survey (See Appendix A, B, C). Overall, 60 pre-service teachers completed the Language Attitude Survey and/or received the intervention of the language unit (See Table 2).

I secured research approval from the university for the project. I asked permission to use participants' data in the study and had them sign a consent form. They were told that they would remain anonymous and that they could decide at any time to withdraw from the study (See Appendix D & E). Participants were given the survey (Appendix A,

B, & C). These sections of the survey took no more than 30 minute or less to fill out. The different parts of the survey were used to elicit information about demographics, general linguistic knowledge, and language attitudes.

Analysis

The data were analyzed using a two-by-two mixed (ANOVA), Analysis of covariance (ANCOVA), paired t-tests, and Chi square analysis. First, the data were analyzed using a two-by two mixed (ANOVA), with time (pre and post) as the within-subjects repeated measure and with group (treatment or control) as the between-subjects variable. If mixed ANOVA resulted in a statistically significant interaction, this interaction would indicate that the two groups reacted differently during the treatment phase. The ANCOVA was then conducted to determine whether significant interactions were apparent above any potential effects of gender, education level, age, language spoken, and languages studied. To localize the effects within significant interactions, paired t-tests were calculated to determine the changes within each group from the pretest to posttest. The Chi square was utilized to determine whether the demographic characteristics were well distributed across groups. Data were expressed as means, standard deviations (SD), counts, and percentages, as appropriate, to supplement graphical expressions of the results. The differences were considered statistically significant at a threshold of $p < 0.05$. Table five shows the questions, the hypotheses, and the data collection type.

Table 5: Questions, Hypotheses and Data Collection Type

Questions	Hypotheses	Data collection type
Do pre-service teachers gain a greater understanding of linguistic concepts after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam?	Pre-service teachers will gain a greater understanding of linguistic concepts after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam.	Content test
Do pre-service teachers have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest Language Attitude Survey (LAS)?	Pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest Language Attitude Survey (LAS).	Language attitude scale (LAS)
Do teachers have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest the four LAS subscales?	Pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention as measured by the pretest/posttest for each of the four LAS subscales.	LAS subscales

*Qualitative Method**Qualitative questions*

How are linguistic concepts, attitudes, and beliefs expressed by pre-service teachers over the course of an eight hour language unit intervention as recorded by

progressive on-line DB texts? How does the teacher-educator address these concepts and attitudes as recorded by on-line DB texts? What dialogic evidence is there to support that the intervention of the language unit changed how the pre-service teachers perceive language variety?

Classes and participants

Three classes of pre-service teachers taking an education course at an urban university were chosen to receive the intervention of the language unit (See Table 2). The classes integrate multicultural issues into the framework of the class. Each class period was spend time covering the language unit topics, activities, and lectures as they relate to language and multicultural issues in education. Classroom discussion by use of large and small groups will be encouraged during the class period. Four to eight hours of classroom time was spent covering the language unit depending on the class section (See Table 2). Forty pre-service teachers participated in the DB forums and received the intervention of the language unit.

Materials and consent procedure

Communicative technologies were provided for the students via the Blackboard software used by the university. Blackboard is a web application that allows for the set up of DB forums, attachment of readings, links, resources for students, and email and electronic communication among students and teacher. In addition, this application provided an electronic record of DB texts collected for qualitative analysis

Video tape recordings were taken of participants from the speech community. The participants were given consent forms that ask for permission to video tape them using language (See Appendix G, H, & I). Appendix G shows the consent for video taping

adults. Appendix H shows the parental consent for video taping minors. Appendix I shows the assent form for children. All consents state that participation in video recordings and/or final DVD's was voluntary and that they may withdraw from participation at any point. iDVD, version 6.0.3, was used to edit the video recordings. This software comes with purchase of a Macintosh computer.

Student and teacher codes

I collected qualitative data in the form of DB entries from two sections of the course that had the language curriculum presented over a several week period. Each class had five DB forums posted in a password protected course software package called Blackboard for a total of 10 online dialogues. There were approximately one hundred pages of student/teacher DB texts in each of the courses. It took me six hours to code one DB forum for a total of sixty hours to code all ten DB forums. I also continued to return to the data throughout the analysis process reanalyzing and recoding the data. Therefore, the total time spent analyzing and coding the data is difficult to calculate.

Analysis

The DB texts were collected by copying and pasting the text into a Word document. In addition, the list of the order in which students responded was collected by copying and pasting the list into a Word document. The texts were analyzed and a comprehensive code system was generated from this analysis.

I have worked with thematic coding in depth in one linguistics course and in one education course. In the linguistics course, I used a paper and pencil method, writing down phrases from the text or transcribed transcript, trying to group the phrases into larger themes, trying to see the interconnectedness of those themes and phrases, and

possible meanings of both. I used a computer application applying the same technique that I had done using paper and pencil when I analyzed text in my doctoral studies. Using SFL will allow me to better account for the phrases, themes, interconnectedness and possible meanings by analyzing various strata of language.

As mentioned in the introduction, only a few of students responded thoughtfully with general interest to the issues of language and linguistics during the previous presentation. At that point in development, the language unit was at a skeleton stage. I assume that as I practice the material, the performance will improve. And while I received a various spectrum of positive and negative responses, I assumed that more students would become engaged in the curriculum as I improved performance skills and increased communication between instructor and student on the DB forums.

I understand that I will encounter some resistance to the material. Godley et al., (2006) advise instructors to anticipate resistance because negative attitudes toward the use of stigmatized dialects are prevalent throughout US culture and because teachers' beliefs can be resistant to change. Godley et al., (2006) argue that "explicit discussions of dominant language ideologies, their logic, and their presumptions may contribute to preparing teachers for dialectically diverse classroom" (p. 33). Also, Godley et al., (2006) suggest that teacher education programs should emphasize the pedagogical applications of linguistic knowledge. These techniques aid in combating "resistance to the sociolinguistic perspective" (p. 33). These are the elements that I have included in the language unit.

Conclusion

This chapter discussed the methods that will be used in the present study, provided a detailed overview of the curriculum development, and presented the types of analysis that will be done to the collected data. Quantitative questions and hypotheses have been formulated to discover if students gained content knowledge about linguistics and if language attitudes are changed after the intervention of the language unit. Answers to these questions provide descriptive information that can shed light on the perspectives of the students when they initially come into the classroom. This information can aid in better dialog and communication between the instructor and the students. Moreover, this information will help me to revise and refine the unit for better effectiveness during future presentations. Answers to these questions will also support the inclusion of linguistic studies into teacher education programs as an alternative way to teach diversity issues.

The qualitative part of this research provided me the opportunity to connect on a deeper level with students through classroom time and DB dialogue. By an examination of the dialogue, I gained perspective on the students' attitudes and knowledge of linguistic concepts and improved my ability to respond to students question, comments, or concerns. Regarding the language unit, the concentration on phonetics, phonology and the International Phonetic Alphabet (IPA) gave students the fundamentals needed to understand the study of linguistics. I also confirmed that studying language resulted in deeper understanding of these subjects and to attitude change toward linguistic variety. Moreover, qualitative data provided further evidence of language attitude change.

Chapter four and five will discuss the results of the data collection and analysis. Chapter four will discuss the quantitative results. The quantitative results will be

presented and discussed to measure both content knowledge and attitude changes. In addition, demographic characteristics of the participants will be examined. The main themes in the qualitative data emerged from constant comparative analysis and TAMS analysis in order to document students' changing beliefs. A comprehensive code system was generated from this analysis and this system is examined in chapter five (See Appendix K & L).

Chapter four

Quantitative results and analysis

The quantitative data was collected by means of a pretest/posttest quasi-experimental study. A pretest/posttest elicited data that examined (a) demographic information, (b) language attitudes, and the (c) effectiveness of the unit in guiding pre-service teachers to think more complexly about issues of language and learning. I collected quantitative data in the form of a three-part survey (See Appendix A, B, & C) from three sections of an introductory level pre-service teacher education course called *Introduction to Learners and Learning*. I also collected control data using the pretest-posttest survey from another section of the same course. In all, I collected 20 control surveys and 40 treatment surveys for a total of 60 participants who took both the pretest and posttest survey. The data from the survey were evaluated using mixed analysis of variance (ANOVA), Analysis of covariance (ANCOVA), paired t-tests, and Chi square analysis. The differences were considered statistically significant at a p value of .05.

Quantitative questions

Do pre-service teachers gain a greater understanding of linguistic concepts after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam? Do pre-service teachers have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest Language Attitude Survey (LAS)? Do teachers have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control

group who did not receive the intervention as measured by the pretest/posttest for each of the four LAS subscales? How do demographic variables affect the outcome of the pretest/posttest LAS?

Hypotheses

Validation Hypothesis 1: Pre-service teachers will gain a greater understanding of linguistic concepts after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam.

Primary Hypothesis 2: Pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest Language Attitude Survey (LAS).

Secondary Hypothesis 3: As measured by the pretest/posttest for each of the four LAS subscales, pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention.

Demographics

Gender.

Table 6- Gender

		Male	Female	Total
Control	Count	8	12	20
	%	40.0%	60.0%	100
Treatment	Count	14	26	40
	%	35.0%	65.0%	100
Total	Count	22	38	60
	%	36.7%	63.3%	100

Gender was distributed well across the treatment and control groups. Chi square

revealed that gender was not disproportionately distributed across groups, χ^2 (df = 1) = 0.14, $p = .70$. Of the total 60 participants, 22 were male (36.7%) and 38 were female (63.3%). Of 20 control group participants, 8 were male (40.0%) and 12 were female (60.0%). Of 40 treatment group participants, 14 were male (35.0%) and 26 were female (65.0%).

Education level.

Table 7- Education level

		High School	College	Gradschool	Total
Control	Count	8	10	2	20
	%	40.0%	50.0%	10.0%	100
Treatment	Count	25	14	1	40
	%	62.5%	35.0%	2.5%	100
Total	Count	33	24	3	60
	%	55.0%	40.0%	5.0%	100

Educational level was distributed well across the treatment and control groups. Chi square revealed that education level was not disproportionately distributed across groups, χ^2 (df = 2) = 3.48, $p = .18$. Of the total 60 participants, 33 had a high school education (55.0%), 24 had an undergraduate education (40.0%), and 3 (5.0%) had a graduate education. Of 20 control group participants, 8 had a high school education (40.0%), 10 had an undergraduate education (50.0%), and 2 had a graduate education (10.0%). Of 40 treatment group participants, 25 had a high school education (62.5%), 14 had an undergraduate education (35.0%), and 1 had a graduate education (2.5%). Many participants had degrees because non-traditional students are the norm at urban land-grant universities.

Age.

Table 8- Age

		18-28	29-39	40-50	51+	Total
Control	Count	20				20
	%	100%				100
Treatment	Count	32	5	1	2	40
	%	80.0%	12.5%	2.5%	5.0%	100
Total	Count	52	5	1	2	60
	%	86.7%	8.3%	1.7%	3.3%	100

Age was well distributed among the treatment and control groups. Chi-square revealed that age was not disproportionately distributed across groups, χ^2 (df = 3) = 4.62, $p = 0.20$. A two-tailed t-test revealed a mean of 1.33 (SD= 0.76), a non-significant difference, $t(58) = 1.89$, $p = 0.06$. The overall sample was predominately younger with only eight participants over age of 28 years old. Of the total 60 participants, 52 were between the ages of 18-28 (86.7%), 5 were between the ages of 29-39 (8.3%), 1 was between the ages of 40-50 (1.7%), and 2 were ages 51 and older (3.3%). Of 20 control group participants, 20 were between the ages of 18-28 (100%). Of 40 treatment group participants, 32 were between the ages of 18-28 (80.0%), 5 were between the ages of 29-39 (12.5%), 1 was between the ages 40-50 (2.5%), and 2 were ages 51 or older (5.0%). All eight participants who were over 28 years old were in the treatment group.

Travel Frequency.

Table 9- Travel Frequency

		Only in Mo.	Occasionally to other states	Frequently to other states	Outside the US	Total
Control	Count	1	4	5	10	20
	%	5.0%	20.0%	25.0%	50.0%	100
Treatment	Count	1	14	8	17	40
	%	2.5%	35.0%	20.0%	42.5%	100
Total	Count	2	18	13	27	60
	%	3.3%	30.0%	21.7%	45.0%	100

Travel frequency was distributed well across the treatment and control groups. Chi-square revealed that travel frequency was not disproportionately distributed across groups, χ^2 (df = 3) = 1.57, $p = 0.67$. Of the total 60 participants, 2 had traveled only in Missouri (3.3%), 18 had traveled occasionally in Missouri (30.0%), 13 had traveled frequently to other states (21.7%), and 27 had traveled outside the United States (45.0%). Of 20 control group participants, 1 had traveled only in Missouri (5.0%), 4 had traveled occasionally in Missouri (20.0%), 5 had traveled frequently to other states (25.0%), and 10 had traveled outside the United States (50.0%). Of 40 treatment group participants, 1 had traveled only in Missouri (2.5%), 14 had traveled occasionally in Missouri (35.0%), 8 had traveled frequently to other states (20.0%), and 17 had traveled outside the United States (42.5%). Overall, the participants were well traveled group with the control group having traveled more than the treatment group.

Ethnicity.

Table 10- Ethnicity

		White (not Hispanic)	African-American	Asian	Other	Total
Control	Count	15	4	0	1	20
	%	75.0%	20.0%	0.0%	5.0%	100
Treatment	Count	34	5	1	0	40
	%	85.0%	12.5%	2.5%	0.0%	100
Total	Count	49	9	1	1	60
	%	81.7%	15.0%	1.7%	1.7%	100

Ethnicity was distributed well across the treatment and control groups. Chi-square revealed that ethnicity was not disproportionately distributed across groups, χ^2 (df = 3) = 3.16, $p = 0.37$. Consistent with the literature, the majority of the participants reported

that they were ethnically White. Of the total 60 participants, 49 were White (not Hispanic) (81.7%), 9 were African-American (15.0%), 1 was Asian (1.7%), and 1 marked other as their ethnicity (1.7%). Of 20 control group participants, 15 were White (not Hispanic) (75.0%), 4 were African-American (20.0%), 0 was Asian (0.0%), and 1 marked other as their ethnicity (5.0%). Of 40 treatment group participants, 34 were White (not Hispanic) (85.0%), 5 were African-American (12.5%), 1 was Asian (2.5%), and 0 marked other as their ethnicity (0.0%).

Languages spoken.

Table 11- Languages spoken

		English Only	English + 1 language	English + 2 languages	Total
Control	Count	18	1	1	20
	%	90.0%	5.0%	5.0%	100
Treatment	Count	39	1	0.0%	40
	%	97.5%	2.5%	0.0%	100
Total	Count	57	2	1	60
	%	95.0%	3.3%	1.7%	100

Languages spoken were distributed well across the treatment and control groups. Chi-square revealed that Languages spoken was not disproportionately distributed across groups, χ^2 (df = 2) = 2.33, p = 0.31. Consistent with the literature, the majority of the participants were monolingual, English only speakers. Of the total 60 participants, 57 spoke English only (95.0%), 2 spoke English plus one additional language (3.3%), and 1 spoke English plus two additional languages (1.7%). Of 20 control group participants, 18 spoke English only (90.0%), 1 spoke English plus one additional language (5.0%), and 1 spoke English plus two additional languages (5.0%). Of 40 treatment group

participants, 39 spoke English only (97.5%), 1 spoke English plus one additional language (2.5%), and 0 spoke English plus two additional languages (0.00%).

Languages studied.

Table 12- Languages studied

		English Only	English +1 language	English +2 languages	English +3 languages	Total
Control	Count	9	9	2	0	20
	%	45.0%	45.0%	10.0%	0.0%	100
Treatment	Count	18	17	4	1	40
	%	45.0%	42.5%	10.0%	2.5%	100
Total	Count	27	26	6	1	60
	%	45.0%	43.3%	10.0%	1.7%	100

Languages studied were distributed well across the treatment and control groups. Chi-square revealed that Languages studied was not disproportionately distributed across groups, χ^2 (df = 3) = 0.52, $p = 0.91$. Of the total 60 participants, 27 studied English only (45.0%), 26 studied English plus one additional language (43.3%), 6 studied English plus two additional languages (10.0%), 1 studied English plus three additional languages (1.7%). Of 20 control group participants, 9 studied English only (45.0%), 9 studied English plus one additional language (45.0%), 2 studied English plus two additional languages (3.3%), 0 studied English plus three additional languages (0.0%). Of 40 treatment group participants, 18 studied English only (45.0%), 17 studied English plus one additional language (42.5%), 4 studied English plus two additional languages (10.0%), and 1 studied English plus three additional languages (2.5%).

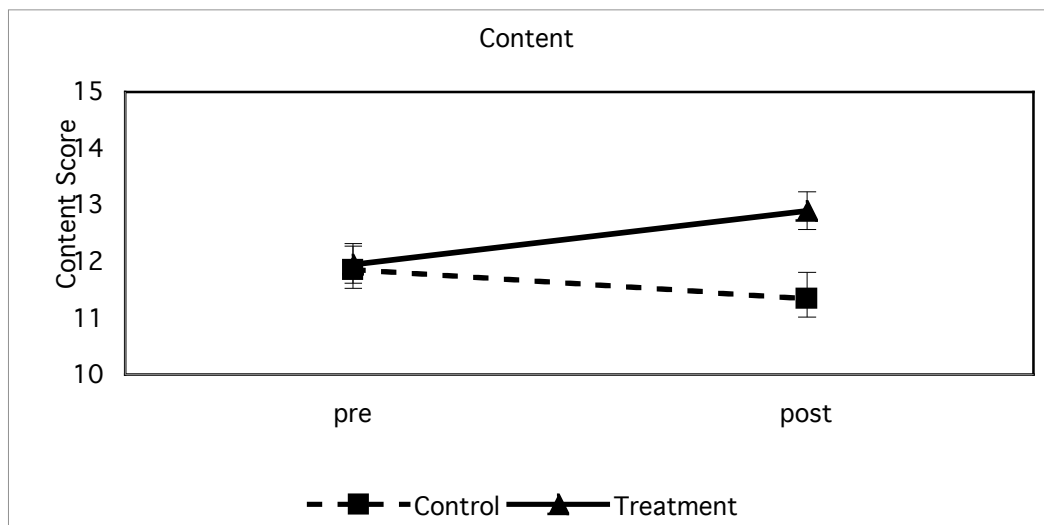
The Chi square analysis showed that the demographic characteristics of the sample were well distributed among the treatment and control groups indicating that the groups were similar. The overall sample was consistent with the demographic make-up of

pre-service teachers described in the literature. The pre-service teachers in this sample were White, monolingual speakers of English. The participants tended to be younger with a high school diploma. However, half (50.0%) of the participants in the control group and 35.0% of the treatment group had a college degree. Interestingly, more than half (55.0 %) of the participants had studied another language besides English and less than half (45.0%) had traveled outside the US. The control group had traveled more (50.0%) than the treatment group (42.5%).

Validation hypothesis

Increased scores on the content test indicated that more language information was acquired. Figure one shows a visual representation of the comparison of content pretest and posttest scores for the treatment and control groups.

Figure 1-Comparison of scores for pre and post content test.



In order to validate that the treatment group learned linguistic concepts from the unit, the treatment and control groups were tested on content. Mixed ANOVA revealed no statistically significant main effect of time, $F(1,58) = 0.44, p = 0.51$. There was no statistically significant main effect of group, $F(1,58) = 3.25, p = 0.08$. Most importantly,

there was a statistically significant time by group interaction, $F(1,58) = 4.61, p < 0.05$.

To localize the effects within this significant interaction, a paired t-test was performed to determine the change within each group from the pretest to the posttest.

Table 13 shows the mean and standard deviation of the pretest and posttest for the content test on the linguistic concepts taught.

Table 13-Means and standard deviations for pre and post content test.

Descriptive Statistics					
	Treatment/control groups	Mean	Std. Deviation	N	
Control-pretest	0	11.85	2.08	20	
Treatment-pretest	1	11.95	2.07	40	
Total		11.92	2.06	60	
Control-posttest	0	11.35	2.03	20	
Treatment-posttest	1	12.90	2.10	40	
Total		12.38	2.19	60	

Consistent with an increase in content scores for the treatment group but not the control group, the treatment group improved content scores significantly while the control group did not improve content scores significantly. The treatment group significantly improved, from 11.95 (SD = 2.07) on the pretest to 12.90 (SD = 2.10) on the posttest. This difference was statistically significant, $t(39) = 2.57, p < 0.05$. The control group went from a mean of 11.85 (SD = 2.08) on the pretest to 11.35 (SD = .03) on the posttest, a non-significant difference, $t(19) = 0.83, p = 0.42$. These findings validate that participants in the treatment group learned the concepts while the control group did not.

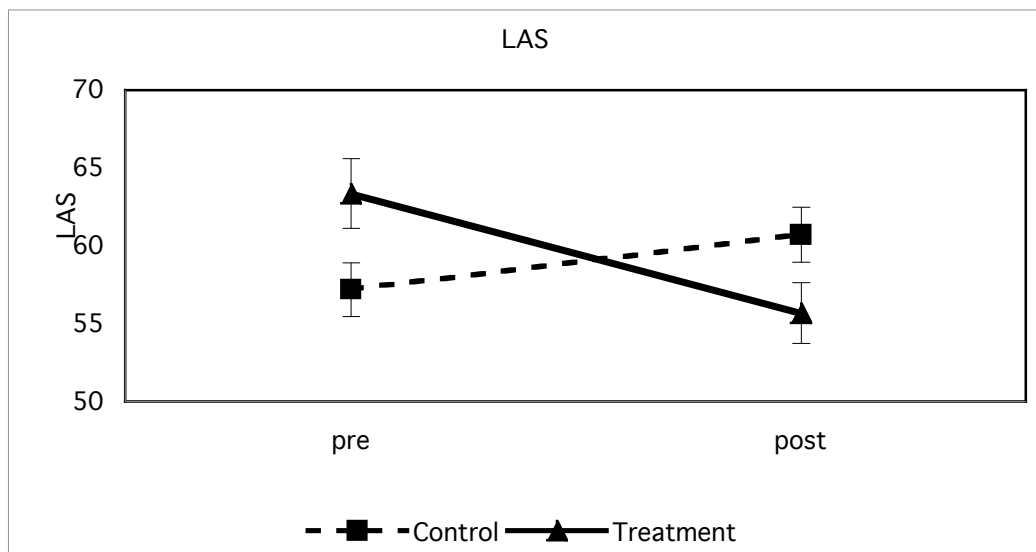
Overall, the treatment group statistically significantly improved content scores compared to the control group. This information supports the validation hypothesis that pre-service teachers will gain a greater understanding of linguistic concepts after the

intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam.

Primary hypothesis

For the language attitude scale (LAS), decreased scores indicate better attitudes toward nonstandard varieties of English. Figure two shows a visual representation of the comparison of LAS pretest and posttest scores for the treatment and control groups.

Figure 2-Comparison of scores for pre and post LAS



In order to validate that the treatment group positively changed attitudes towards nonstandard varieties of English, the treatment and control groups were tested on language attitudes. Mixed ANOVA revealed no statistically significant main effect of time, $F(1,58) = 3.34, p = 0.07$. There was no statistically significant main effect of group, $F(1,58) = 0.03, p = 0.86$. Most importantly, there was a statistically significant time by group interaction, $F(1,58) = 24.56, p < 0.05$. To localize the effects within this significant interaction, a paired t-test was performed to determine the change within each group from the pretest to the posttest.

Table 14 shows the means and standard deviations of the pretest and posttest for the LAS.

Table 14- Means and standard deviations for pre and post LAS

Descriptive Statistics				
	Treatment/control groups	Mean	Std. Deviation	N
Control-pretest	0	57.20	7.84	20
Treatment-pretest	1	63.38	14.10	40
Total		61.32	12.64	60
Control-posttest	0	60.75	7.85	20
Treatment-posttest	1	55.68	12.43	40
Total		57.37	11.30	60

Consistent with a decrease in language attitude scores for the treatment group but not the control group, the treatment group improved language attitude scores significantly while the control group did not improve language attitude scores significantly. The treatment group significantly improved, from 63.38 (SD = 14.1) on the pretest to 55.68 (SD = 12.43) on the posttest. This difference was statistically significant, $t(39) = 4.86, p < 0.05$. The control group increased its score going from a mean of 57.20 (SD= 7.84) on the pretest to 60.75 (SD= 7.85), a significant difference, $t(19) = 4.86, p < 0.05$. These findings validate that participants in the treatment group significantly improved attitudes towards nonstandard varieties of English while the control group did not.

To confirm the findings of the ANOVA, ANCOVA was conducted to see if statistically significant effects would remain after the effect of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest. ANCOVA revealed no statistically significant effect of time, $F(1,58) = 0.15, p = 0.70$. There was no statistically significant effect of group, $F(1,58) = 0.002, p = 0.96$.

Importantly, there was a statistically significant time by group interaction, $F(1,58) = 22.39, p < 0.05$. These findings validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

Overall, the treatment group statistically significantly improved attitude scores compared to the control group. This information supports the primary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest LAS. Interestingly, the control group statistically significantly increased its score indicating that attitudes became less favorable. Since the groups were not randomly assigned, there may have been some unknown intervening factor affecting attitudes or less favorable attitudes may be due to taking the test twice.

Secondary hypothesis

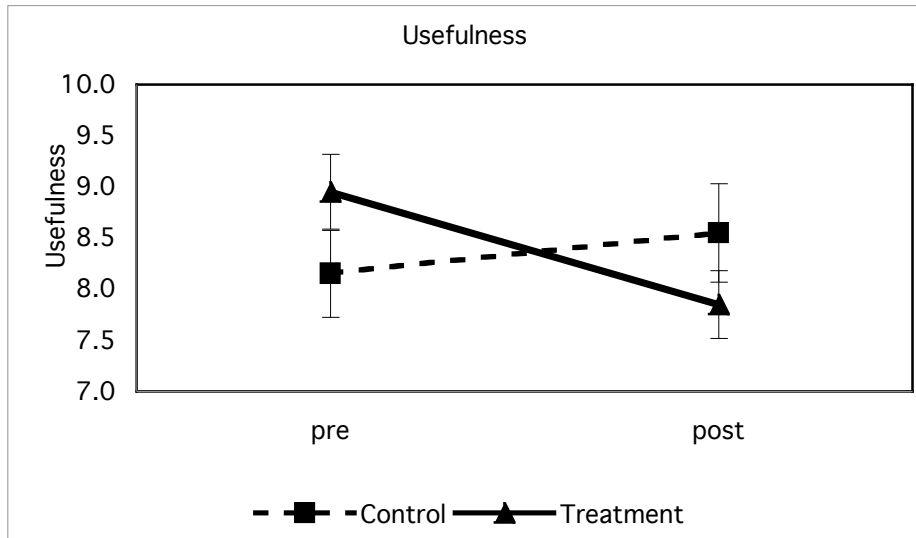
LAS subscale one: structure and inherent usefulness of nonstandard and Black English. LAS subscale one included the following survey items (survey question number noted):

- 6. Nonstandard English is as effective for communication as is Standard English.
- 13. Black English is a poorly structured system of language.
- 15. Black English is a clear, thoughtful, and expressive language.

Decreased scores indicated a more favorable attitude toward language variety.

Figure three shows a visual representation of the comparison of scores for the pretest and posttest for LAS subscale one-usefulness.

Figure 3- Comparison of scores for the pretest and posttest for LAS subscale 1-usefulness
(Lower scores indicate a more positive attitude.)



In order to validate that the treatment group positively changed attitudes towards nonstandard varieties of English, the treatment and control groups were tested according to the LAS subscale one, *structure and inherent usefulness of nonstandard and Black English*. Mixed ANOVA revealed no statistically significant main effect of time, $F(1,58) = 2.42, p = 0.13$ or of group, $F(1,58) = 0.01, p = 0.93$. More importantly, however, there was a statistically significant effect in time by group interaction, $F(1,58) = 11.13, p < 0.05$. To localize the effects within this significant interaction, a paired t-test was performed to determine the change within each group from the pretest to the posttest.

Table 15 shows the means and standard deviations for subscale one, structure and inherent usefulness of nonstandard and Black English.

Table 15- Means and standard deviations for LAS subscale 1-*usefulness*

Descriptive Statistics				
	Treatment/control groups	Mean	Std. Deviation	N
Control-pretest	0	8.15	1.90	20
Treatment-pretest	1	8.95	2.31	40
	Total	8.68	2.20	60
Control-posttest	0	8.55	2.14	20
Treatment-posttest	1	7.85	2.08	40
	Total	8.08	2.11	60

Consistent with a decrease in language attitude scores for the treatment group but not the control group, the treatment group improved language attitude scores significantly while the control group did not improve language attitude scores significantly. The treatment group significantly improved, from 8.95 (SD = 2.31) on the pretest to 7.85 (SD = 2.08) on the posttest. This difference was statistically significant, $t(39) = 3.91, p < 0.05$. The control group increased its score going from a mean of 8.15 (SD= 1.90) on the pretest to 8.55 (SD= 2.14), a non-significant difference, $t(19) = -1.36, p = 0.19$. These findings validate that participants in the treatment group significantly improved attitudes towards nonstandard varieties of English while the control group did not.

To confirm the findings of the ANOVA, ANCOVA was conducted to see if statistically significant effects would remain after the effect of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest. ANCOVA revealed no statistically significant effect of time, $F(1,58) = 0.81, p = 0.37$. There was no statistically significant effect of group, $F(1,58) = 0.03, p = 0.86$. Importantly, there was a statistically significant time by group interaction, $F(1,58) = 7.80, p < 0.05$. These findings validate that the effects of the treatment were statistically

significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

Summary of results for LAS subscale one-usefulness. Overall, the treatment group statistically significantly improved attitude scores compared to the control group. This information supports the secondary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention as measured by the LAS subscale, *structure and inherent usefulness of nonstandard and Black English*.

LAS subscale two: Consequences of using and accepting nonstandard and Black English. LAS subscale two included the following survey items (survey question number noted):

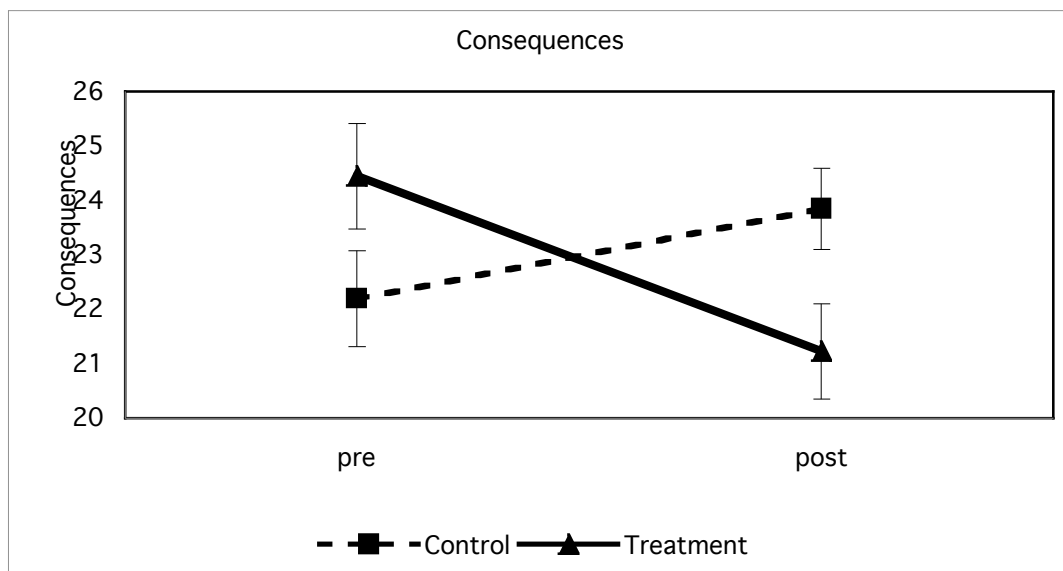
- 1. The scholastic level of a school will fail if teachers allow Black English to be spoken.
- 3. Acceptance of Black English by teachers is vitally necessary for the welfare of the country.
- 4. To reject Black English is to reject an important aspect of self-identity of African-American people.
- 7. The elimination of nonstandard dialects of English is necessary for social stability.
- 8. Attempts to eliminate Black English in schools results in a situation that can be psychologically damaging to African-American children.

- 11. Black English should be encouraged because it is an important part of African-American cultural identity.
- 16. Continued usage of nonstandard dialects of English would accomplish nothing for society.
- 19. Allowing Black English to be spoken in schools will undermine the schools' reputation.

Decreased scores indicated a more favorable attitude toward language variety.

Figure four shows a visual representation of the comparison of scores for LAS subscale two.

Figure 4- Comparison of scores for the pretest and posttest for LAS subscale 2- consequences.



In order to validate that the treatment group positively changed attitudes towards nonstandard varieties of English, the treatment and control groups were tested according to the LAS subscale, *consequences of using and accepting nonstandard and Black English in the educational setting*. Mixed ANOVA revealed no statistically significant

main effect of time, $F(1,58) = 2.02, p = 0.16$. There was no statistically significant main effect of group, $F(1,58) = 0.02, p = 0.89$. Most importantly, there was a statistically significant time by group interaction, $F(1,58) = 19.40, p < 0.05$. To localize the effects within this significant interaction, a paired t-test was performed to determine the change within each group from the pretest to the posttest.

Table 16 shows the means and standard deviations for the LAS subscale two, consequences of using and accepting nonstandard and Black English.

Table 16-Means and standard deviations for LAS subscale 2-consequences.

Descriptive Statistics				
	Treatment/control groups	Mean	Std. Deviation	N
Control-pretest	0	22.20	3.96	20
Treatment-pretest	1	24.45	6.11	40
Total		23.70	5.55	60
Control-posttest	0	23.85	3.31	20
Treatment-posttest	1	21.23	5.55	40
Total		22.10	5.05	60

Consistent with a decrease in language attitude scores for the treatment group but not the control group, the treatment group improved language attitude scores significantly while the control group did not improve language attitude scores significantly. The treatment group significantly improved, from 24.45 (SD = 6.11) on the pretest to 21.23 (SD = 5.55) on the posttest. This difference was statistically significant, $t(39) = 4.22, p < 0.05$. The control group increased its score going from a mean of 22.20 (SD= 3.96) on the pretest to 23.85 (SD=3.31), a significant difference, $t(19) = -5.05, p < 0.05$. These findings validate that participants in the treatment group significantly improved attitudes towards nonstandard varieties of English while the control group did not.

To confirm the findings of the ANOVA, ANCOVA was conducted to see if statistically significant effects would remain after the effect of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest. ANCOVA revealed no statistically significant effect of time, $F(1,58) = 0.88, p = 0.35$. There was no statistically significant effect of group, $F(1,58) = 1.54, p = 0.86$. Importantly, there was a statistically significant time by group interaction, $F(1,58) = 21.68, p < 0.05$. These findings validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

Summary of results for LAS subscale two - consequences. Overall, the treatment group statistically significantly improved attitude scores compared to the control group. This information supports the secondary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention as measured by the LAS subscale, *consequences of using and accepting nonstandard and Black English in the educational setting*.

LAS subscale three: Philosophies concerning the use and acceptance of nonstandard and Black English dialects. LAS subscale three included the following survey items (survey question number noted):

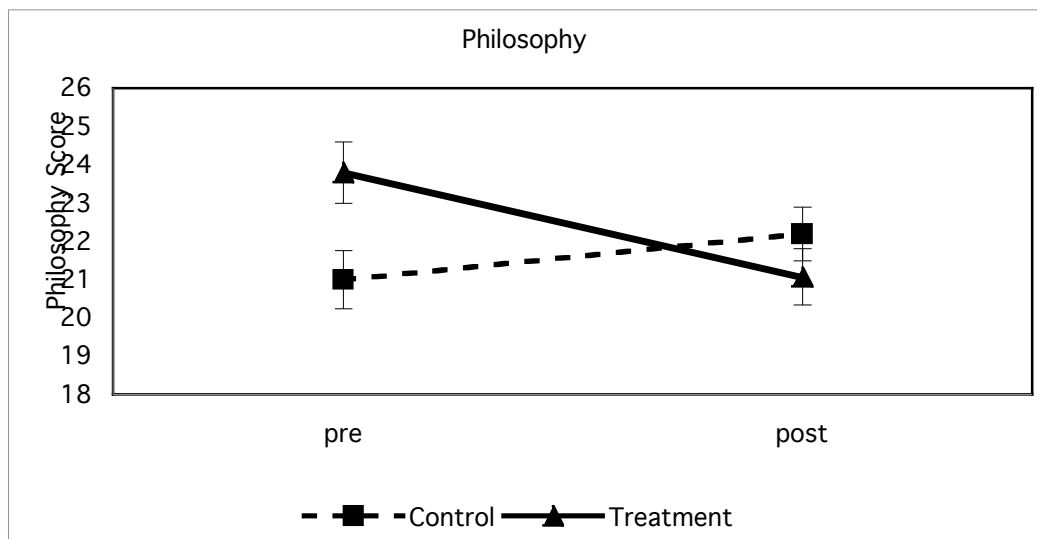
- 5. A teacher should correct a student's use of nonstandard English.
- 9. Teachers should avoid criticism of nonstandard dialects of English.
- 10. The sooner we eliminate Black English, the better.

- 12. In a predominantly African-American school, Black English as well as Standard English should be taught.
- 17. The possible benefits to be gained from approval of Black English do not alter the fact that such approval would be basically wrong.
- 18. Nonstandard English should be accepted in society.
- The sooner we eliminate nonstandard dialects, the better.
- Nonstandard English should be accepted socially.

Decreased scores indicated a more favorable attitude toward language variety.

Figure five shows a visual representation of the comparison of scores for LAS subscale three-philosophies.

Figure 5- Comparison of scores for the pretest and posttest for LAS subscale 3-*philosophies*.



In order to validate that the treatment group positively changed attitudes towards nonstandard varieties of English, the treatment and control groups were tested according to the LAS subscale three, *philosophies concerning the use and acceptance of*

nonstandard and Black English dialects. Mixed ANOVA revealed no statistically significant main effect of time, $F(1,58) = 2.56, p = 0.11$. There was no statistically significant main effect of group, $F(1,58) = 0.57, p = 0.46$. Most importantly, there was a statistically significant time by group interaction, $F(1,58) = 16.99, p < 0.05$. To localize the effects within this significant interaction, a paired t-test was performed to determine the change within each group from the pretest to the posttest.

Table 17 shows the means and standard deviations for the LAS subscale three, philosophies concerning the use and acceptance of nonstandard and Black English.

Table 17-Means and standard deviations for LAS subscale 3-philosophies.

Descriptive Statistics				
	Treatment/control groups	Mean	Std. Deviation	N
Control-pretest	0	21.00	3.45	20
Treatment-pretest	1	23.80	5.03	40
Total		22.87	4.73	60
Control-posttest	0	22.20	3.12	20
Treatment-posttest	1	21.08	4.72	40
Total		21.45	4.26	60

Consistent with a decrease in language attitude scores for the treatment group but not the control group, the treatment group improved language attitude scores significantly while the control group did not improve language attitude scores significantly. The treatment group significantly improved, from 23.80 (SD = 5.03) on the pretest to 21.08 (SD = 4.72) on the posttest. This difference was statistically significant, $t(39) = 4.22, p < 0.05$. The control group increased its score going from a mean of 21.00 (SD = 3.45) on the pretest to 22.20 (SD = 3.12), a significant difference, $t(19) = -3.27, p < 0.05$. These findings

validate that participants in the treatment group significantly improved attitudes towards nonstandard varieties of English while the control group did not.

To confirm the findings of the ANOVA, ANCOVA was conducted to see if statistically significant effects would remain after the effect of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest. ANCOVA revealed no statistically significant effect of time, $F(1,58) = 0.03, p = 0.87$. There was no statistically significant effect of group, $F(1,58) = 0.28, p = 0.60$. Importantly, there was a statistically significant time by group interaction, $F(1,58) = 13.73, p < 0.05$. These findings validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

Summary of results for LAS subscale three - philosophy. Overall, the treatment group statistically significantly improved attitude scores compared to the control group. This information supports the secondary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention as measured by the LAS subscale, *philosophies concerning the use and acceptance of nonstandard and Black English dialects*.

LAS subscale four: Cognitive and intellectual abilities of speakers of nonstandard and Black English. LAS subscale four included the following survey items (survey question number noted):

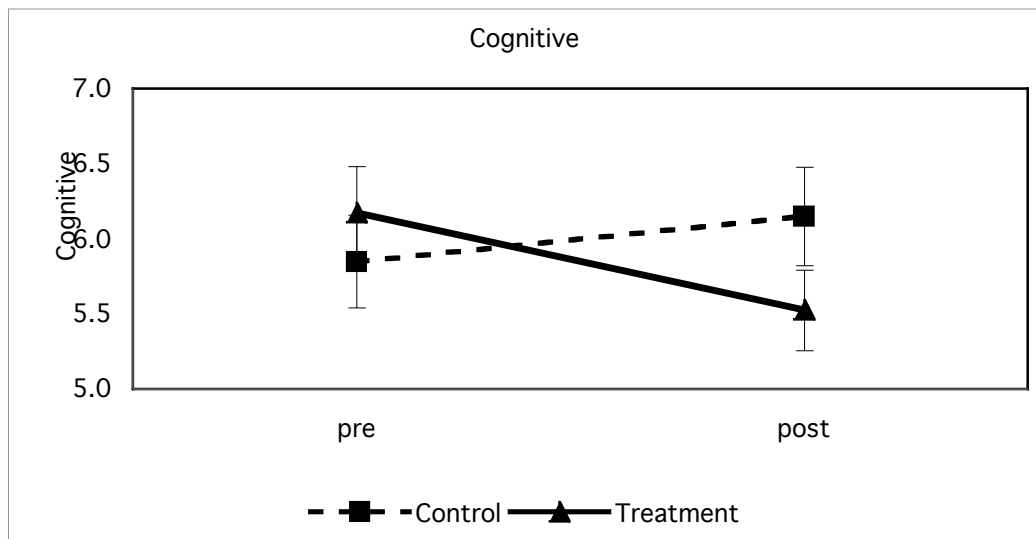
- 2. Children who speak only Black English lack certain basic concepts such as plurality and negation.

- 14. Complex concepts cannot be easily expressed through nonstandard dialects like Black English.

Decreased scores indicated a more favorable attitude toward language variety.

Figure six shows a visual representation of the comparison of scores for LAS subscale four.

Figure 6- Comparison of scores for the pretest and posttest for LAS subscale 4-cognitive.



In order to validate that the treatment group positively changed attitudes towards nonstandard varieties of English, the treatment and control groups were tested according to the LAS subscale 4, *cognitive and intellectual abilities of speakers of nonstandard and Black English*. Mixed ANOVA revealed no statistically significant main effect of time, $F(1,58) = 0.59, p = 0.44$. There was no statistically significant main effect of group, $F(1,58) = 0.14, p = 0.71$. Most importantly, there was a statistically significant time by group interaction, $F(1,58) = 4.38, p < 0.05$. To localize the effects within this significant interaction, a paired t-test was performed to determine the change within each group from the pretest to the posttest.

Table 18 shows the means and standard deviations for subscale four, cognitive and intellectual abilities of speakers of nonstandard and Black English.

Table 18-Means and standard deviations for the pretest and posttest for the LAS subscale

4-cognitive.

Descriptive Statistics				
	Treatment/control groups	Mean	Std. Deviation	N
Control-pretest	0	5.85	1.39	20
Treatment-pretest	1	6.18	1.93	40
Total		6.07	1.76	60
Control-posttest	0	6.15	1.46	20
Treatment-posttest	1	5.53	1.71	40
Total		5.73	1.65	60

Consistent with a decrease in language attitude scores for the treatment group but not the control group, the treatment group improved language attitude scores significantly while the control group did not improve language attitude scores significantly. The treatment group significantly improved, from 6.18 (SD = 1.93) on the pretest to 5.53 (SD = 1.71) on the posttest. This difference was statistically significant, $t(39) = 2.18, p < 0.05$. The control group increased its score going from a mean of 5.85 (SD= 1.39) on the pretest to 6.15 (SD=1.46), a non-significant difference, $t(19) = -1.30, p = 0.21$. These findings validate that participants in the treatment group significantly improved attitudes towards nonstandard varieties of English while the control group did not.

To confirm the findings of the ANOVA, ANCOVA was conducted to see if statistically significant effects would remain after the effect of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest. ANCOVA revealed no statistically significant effect of time, $F(1,58) = 0.07, p =$

0.80. There was no statistically significant effect of group, $F(1,58) = 0.08, p = 0.77$. There was a non-statistically significant time by group interaction, $F(1,58) = 3.51, p = 0.07$ which trended toward significance but did not achieve it. These findings do not validate that the effects of the treatment were statistically significant when the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

Summary of results for LAS subscale 4 - cognitive. Overall, the treatment group statistically significantly improved attitude scores compared to the control group. This information does not support the secondary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention as measured by the LAS subscale 4, *cognitive and intellectual abilities of speakers of nonstandard and Black English*. This finding trended toward significance but did not achieve it.

LAS subscale summary. The treatment group scores statistically significantly improved attitude scores compared to the control group supporting three of the secondary hypotheses that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by each of the four LAS subscales. LAS subscale four trended toward significance but did not achieve it. One explanation is that this subscale included only two items while the other subscales included more items and the measure may not be sensitive enough to detect differences. Also, the survey item two may have been interpreted in different ways rendering the

survey item meaningless for analysis. This information supports the primary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest LAS.

Quantitative summary

The treatment group statistically significantly improved content scores compared to the control group which supports the validation hypothesis that pre-service teachers will gain a greater understanding of linguistic concepts after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam. In addition, the treatment group statistically significantly improved attitude scores compared to the control group which validates the primary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest LAS. Also, the findings of the ANCOVA validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest. Overall, the treatment group statistically significantly improved scores for the content test and the LAS survey. In addition, the treatment group statistically significantly improved scores on each of the LAS subscales except for LAS subscale four, *cognitive and intellectual abilities of speakers of nonstandard and Black English*.

One explanation is that this subscale included only two items while the other subscales included more items and the measure may not be sensitive enough to detect differences. Also, the survey item two may have been interpreted in different ways rendering the survey item meaningless for analysis. Interestingly, the control group statistically significantly increased its score with regard to the LAS survey and across two of four subscales (subscale two and three) indicating that attitudes became less favorable. Since the groups were not randomly assigned, there may have been some unknown intervening factor affecting attitudes or less favorable attitudes may be due to taking the test twice.

Chapter five

Qualitative results and analysis

The Discussion Board (DB) data, a collection of electronic texts generated through on-line forums in Blackboard, a software courseware system, were analyzed and described using the following means. Student posts made by the treated groups during the course on ten DB forums were first open-coded and then sets of codes were grouped into themes using constant comparative methods (Glaser & Strauss, 1967). I describe the interpretive meanings for each thematic code and provide paradigm examples of each major code from the data set. I then describe these identified factors that influence language attitudes, and examine instructor responses to student DB posts.

Several themes emerged from analyzing student reactions to curriculum goals; they include (a) general content knowledge, (b) language content knowledge, (c) social language concept knowledge, (d) standard language concept knowledge, and (e) pedagogical concept knowledge. Three factors were found to most influence language attitudes and language attitude change: (1) gender, (2) previous language experience, and (3) class section.

The teacher responses that I made to DB forum texts were also examined and open-coded with an explanation of each code and text examples provided. Interactional themes of clarification strategies included categories such as (1) influencing writing styles, (2) questions, (3) providing information, (4) making connections, (5) lecture information, (6) reading information, (7) agreement/disagreement and (8) affirmation.

Qualitative questions

The following questions guided my interpretation of these student/instructor texts:

- How are linguistic concepts, attitudes, and beliefs expressed by pre-service teachers over the course of an eight hour language unit intervention as recorded by progressive on-line DB texts?
- What dialogic evidence is there to support that the intervention of the language unit changed how the pre-service teachers perceive language variety?
- How does the teacher-educator address these concepts and attitudes as recorded by on-line DB texts?

Student and teacher codes

For initial coding purposes, I went through each entry separately and chose a code using a word choice that could be one interpretation of the meaning of the sentence or clause. For written texts, the utterance can be coded by sentence or by clauses within a sentence (Geisler, 2004). For example, consider the student statement “But they chose to come here and I feel they should have to learn our language just as they have to learn our laws.” This utterance was given the student code choice “own choice” and “learn language as you learn laws.”

Because I had previously collected pilot data, I had a set of codes already defined (See Appendix J). I compared and matched the pilot codes with the initial codes that I gave the new data. I created a modified code set which I then used to continue coding the data. As I had done with the pilot data, I also separated the entries into teacher codes and student/pre-service teacher codes depending on who created the post. Particular text segments or a particular sentence or clause within the text segment was coded using at least one code choice. However, many times a particular text segment, sentence, or clause could be coded using more than one code choice giving the text richer meaning

(Halliday, 1985). For example, a student might talk about a teaching and learning issue while incorporating lecture material into the response. In this case, the text segment could be coded as both a pedagogical content (PC) and lecture information (CK>LC>LI). In other examples, multiple codes were used to describe a particular text segment, sentence, or clause. In describing the data below, I make a choice as to the code that I wanted to highlight. In most cases, I described one, two, or three of the possible codes that were given to the text segment, sentence or clause. (Full list of codes is available in Appendix K, p. 386.)

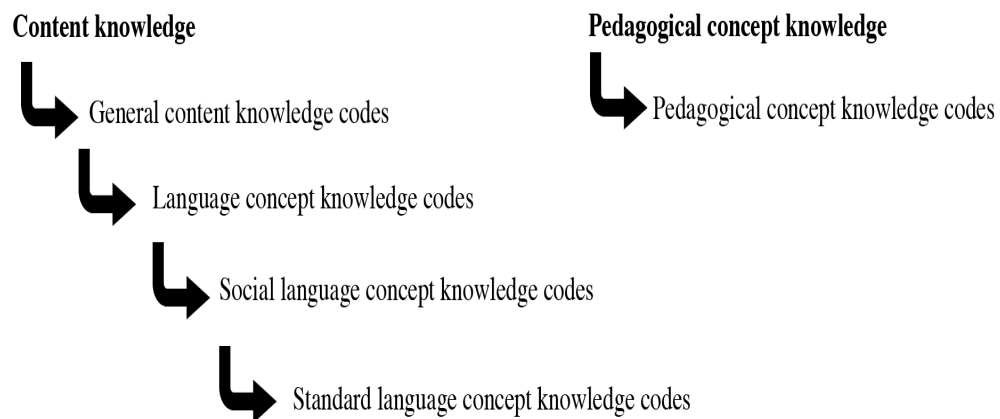
The text segments written by pre-service teachers contain many errors in grammar, punctuation, and spelling. Students were asked to use a word processor with spell check before transferring their written text to the DB forums. However, it is evident from the data that many students did not use this technique instead writing and posting as though they were in conversation despite the asynchronous nature of the DB forums. Although DB forums and other threaded discussions are more like written language, they are still interactive so that meaning is determined by the sequences or threads of messages from different people (Warschauer, 1997). To mark every error with (*sic*) would no doubt render some text unreadable. Therefore, I chose to mark only the obvious errors preserving the flow of the ideas. In addition, each text segment, sentence, or clause marked with a code described in the student/pre-service teacher code section represents the responses of separate students. A post from a student whose previous entry had been used may be marked and described under other codes but the same student will not be quoted twice for a particular code unless marked for the reader.

For student texts, I collapsed these rudimentary codes under two major themes and four sub-themes according to the content of the curriculum and goals for curriculum development which included creating a stronger connection between linguistics and education. The major themes and sub-themes include the following:

- *content knowledge*
 - *general content knowledge,*
 - *language concept knowledge,*
 - *social language knowledge, and*
 - *standard language knowledge*
- *pedagogical concept codes* (Appendix K)

Because this was my second revision of the content for the curriculum, I had more *content knowledge codes* and more branching into the four sub-themes than for the second major category called *pedagogical concept codes* that had no branching (See Appendix K). Figure seven shows the hierarchical relationship among the codes sets.

Figure 7: The hierarchical relationship among the codes sets.



Content knowledge represented the first of two major categories. The first sub-category was named *general content knowledge*. There were eight separate codes for this

sub-category. Table 19 shows the general content knowledge codes and the abbreviations used.

General content knowledge

Table 19: General content knowledge codes

Code name	Code abbreviation
General content knowledge	CK
New concept	CK>NC
Dismissal of new concept	CK>DNC
Questions or confusions	CK>Q
Personal observation	CK>PO
Concept/perspective change	CK>CPC
Finger pointing	CK>FP
Faulty concept	CK>FC

I used these particular codes to mark data that might have a relation to anthropology, sociology, geography, history or other subjects that were not necessarily related to language or only peripherally related to language. Very few text segments were coded using this branch of general content knowledge since most of the data referred to language in particular. The codes for new concept (CK>NC), concept/perspective change (CK>CPC), and faulty concept (CK>FC) were marked in this data set. The following text segment represents an example of the code called new concept (CK>NC) and/or concept/perspective change (CK>CPC):

(CK>NC)/(CK>CPC) As for the black male teacher, I admit that when I started reading the article I automatically assumed that he would have great success because he was black. He obviously experienced the same set of troubles a lot of teachers experience in urban school environments.

This text segment refers to the unit reading about a middle class Black male teacher experiencing culture shock with young urban youth. The example shows the power of

class over race or ethnicity in that this teacher had similar classroom management issues similar to his white counterparts. This idea that class can have so much power in our society is often overlooked or downplayed by pre-service teachers (De Onis, 2005).

There was one noteworthy text segment that was coded as an example of a faulty concept (CK>FC):

(CK>FC) It is a shame we don't learn other languages as children, but we also don't have countries bordering us that speak a different language and that I believe make (sic) a lot of difference.

This passage indicates a lack of knowledge about US geography. Of course, the US shares a long border with Mexico whose dominant language is Spanish.

While the codes for dismissal of a new concept (CK>DNC), questions (CK>Q), personal observations (CK>PO) and finger pointing (CK>FP) were used for coding pilot data, few of these codes were used with this data set because the themes did not appear in the data. The finger pointing code refers to the tendency to point to others for blame for a situation. An example might be, "our school system would be better if we didn't have so many non-English speakers or if we didn't have to spend so much on bilingual education." These types of comments were highly prevalent in the pilot data but were non-existent in the data marked in the major category of *content knowledge* and in other sub-categories under *content knowledge* in the primary data set.

Three additional sub-theme categories were then created according to the curricular goals which were to utilize fundamental linguistic skills such as phonetics and phonology to understand sociolinguistic concepts. The sociolinguistic level is where

education operates in the classroom. As a result, the three sub-themes included *language concept knowledge*, *social language knowledge*, and *standard language knowledge*.

Language concept knowledge

Under language concept, I used fifteen separate codes. Table 20 shows the language concept codes and the abbreviations used.

Table 20: *Language concept knowledge codes*

Code name	Code abbreviation
Content knowledge/ language concept	CK>LC
All language equal	CK>LC>ALE
Phonetic, phonological, morphological, syntactic information	CK>LC>PPMS
Language change	CK>LC>LC
Language acquisition	CK>LC>LA
Bilingualism	CK>LC>B
Second language acquisition	CK>LC>SLA
acknowledging differences between writing and speaking	CK>LC>DWS
Reading summary/information about reading	CK>LC>RI
Lecture information	CK>LC>LI
Activities	CK>LC>A
Faulty language concept	CK>LC>FLC
Acknowledging importance of language knowledge	CK>LC>AILK
Dismissing the importance of language knowledge	CK>LC>DILK
Lack of experience with other languages/cultures	CK>LC>LOEL/C
Personal observation	CK>LC>PO

The *language knowledge* section included codes that marked the overview of the topics I covered in the language unit. *Language knowledge* covered any student or instructor text which talked about general linguistics (CK>LC), language change (CK>LC>LC), phonetics, phonology, morphology and syntax (CK>LC>PPMS), language acquisition (CK>LC>LA) bilingualism (CK>LC>B), second language

acquisition (CK>LC>SLA), and differences between writing and speaking (CK>LC>DWS). Texts were also coded for specifically mentioning lecture materials (CK>LC>LI), readings (CK>LC>R), or activities (CK>LC>A).

Language change. The idea that language is dynamic rather than static is one of the first important ideas that students come to understand. Consider the following text segments that represent a student's understanding of language change (CK>LC>LC):

(CK>LC>LC) Not all languages have the ability to discuss the same topics. There are not always terms available for use when talking about topics such as nuclear weapons for instance. According to the article ["Chatterboxes"] our English language did not always have terms available to use in a discussion on nuclear issues. When a language is presented with issues and topics that it does not have terms for, we tend to be able to adapt and borrow terms from other languages. All languages adapt and grow over time.

Another student explains the evolutionary nature of language:

(CK>LC>LC) Lippi-Green expressed that language changes through out time. She [is] definitely right. We discussed in class about words have evolved into different meanings and even spellings and I think that is so cool. Languages are bound to change from generation to generation. When times change, people change. When people change, their expressions and mannerisms change as well. The way we talk now is completely different from how people talked in the 1950's. It is funny to watch old films and analyze certain expressions and see how different it was back then and it only has been 50 years! It cracks me up!

(CK>LC>LC) I found it interesting how the English language has changed over the centuries. We were given the prayer in English from different time periods. I was astounded by how hard it was to read Old English. I have learned that some words change over time, some are added, and some are deleted. We were also given quotes by Mark Twain. It was incredible how the language was changed over the years. As a student I never encountered this phenomenon.

Evidence of language change can be easily presented in the form of old texts such as the Lord's Prayer (Pinker, 1994). Other forms of language change can be seen by having students use an etymological dictionary to mark changes in every level of language from phonetic to semantic. The phenomenon of language change is important because living languages represent a biological and living part of the human experiences as opposed to dead languages that are not spoken by any speech community (Pinker, 1994). Students can then begin to think of change as natural and virtually unstoppable instead of something aberrant and in need of constant vigilance to correct to an arbitrary standard (Bruthiaux, 1992; Cooper, 1989).

This idea that language changes often has never been presented to students. One student admitted that "as a student I never encountered this phenomenon." Students might never encounter older texts of a written language especially if those students have not taken advanced English classes such as Chaucer or third or fourth year foreign language students who have likewise studied older texts in their target language. It is especially important that educators have an understanding of language change and are exposed to older written texts that show how language changes (Fillmore & Snow, 2000).

Part of the lectures included showing written language texts from the Bible. Pinker (1994) used the Lord's Prayer from different time periods ranging from Old English to contemporary English to represent the major changes English has undergone over the centuries. I still remember when I first saw this evidence of language change. I had read Old Spanish texts in college courses that were very different from Modern American Spanish but I had never studied changes in English. Somehow the English changes were more impressive to me and represented convincing evidence for language change. I was glad to see that another student was also impressed with this data. The student also referred to the "quotes by Mark Twain." The reverse transcription activity for the language unit used one quote from Mark Twain transcribed using IPA. Students decoded IPA text into English. The particular Mark Twain quote that I used said "under certain circumstances, profanity provides relief denied even to prayer."

Phonetics, phonological, morphological, and syntactic information. Phonetic, phonological, morphological, and syntactic information (CK>LC>PPMS) are the building blocks of language. Learning these components of human language provides foundational information that affects the interpretations of higher levels of language including semantics, pragmatics, and discourse. Consider the following text segments that represent students' understanding of the components of human language:

(CK>LC>PPMS) One of my favorite things that I have learned so far was the segment on morphology and how it is the study of shapes and form of words. The example used in class was that (t) stands for the ending –ed. That makes perfect sense now that I see it, but I had never thought of it that way.

(CK>LC>PPMS) The lecture on phonetics was extremely fascinating. By moving your tongue up and back or changing the shape of your lips you make different phonetic sounds. To understand this is a step in understanding all languages. We were given the cards with English and asked to write the phonetic form. It is hard to believe that there are so many different types of phonemes. There are more vowel sounds than there are vowels in the alphabet. When you break the language down to the phonemes it is easier to learn. After going through these lectures it has opened my eyes up. The subjects covered were all new to me.

Both students express that this information is something that is new and also that it is an alternative way of looking at language. Often information about the components of human language includes morphological and syntactic information. These concepts provide the first concepts that can begin enlightening students as to the differences between writing and speaking. In addition, information about the components of language also give monolingual students an insight into what types of specific issues language learners might encounter when acquiring English.

Both students gave concrete examples of these differences and language learning issues. For instance, the first student discussed the /t/ phoneme occurs when it is preceded by a voiceless stop in past tense formation in English such as in the word stopp/t/. The final sound in this case while written with an –ed is actually pronounced with a /t/ sound. The second student came to the conclusion that only five letters represent many more vowel sounds in English. Seeing phonological realizations compared with how the writing system works provides solid evidence for the differences between writing and speaking. Information about the components of language also shows

the complexity of the study of language. Understanding the complexity of how language works is important to establish the legitimacy of the field for students. Legitimacy is important for student acceptance of some of the more controversial topics in linguistics such as "all languages are equal" as communicative systems.

First and second language acquisition and bilingualism. Information about language acquisition is important for pre-service teachers to understand. Consider the following text segments that represent student understanding of language acquisition processes (CK>LC>LA):

(CK>LC>LA) So many people believe that language is learned from the people we communicate with in are (sic) early years. The author explains that social training is a trigger to learning language and is not really why we have language in our communities. The author explains that when a baby comes in to this world they have the ability within them to obtain language. The author uses the example to explain this by showing the readers how we have never run across a mute tribe. Most tribes are sheltered from the rest of the world and yet they are able to come up with a language to use. This factor proves that language is innate within each person.

(CK>LC>LA) When children are exposed to pidgin at the critical age for language acquirement, they develop pidgin as their primary language. Through this process, the pidgin becomes its own language (creole) as the children who learn it insert grammatical complexity. The fact that children can take a partial language, as with Hawaiian Creole or the transformation from LSN to ISN, and

create an entire new branch of language without the complex language input of adults is incredible.

(CK>LC>LA) I really like the point made on page 34 that language is human instinct. Humans have developed the words and symbols for languages, but it is basic human instinct to try to communicate with each other. Humans are very social beings and it would be very detrimental to be isolated for a long period of time (like our example in class of the girl who had been isolated from everyone for 12 years). Even if the brain has gone through trauma, if the portion for language is not damaged or has little damage, language is still possible for the person. In the article, Mr. Ford had difficulties forming complete sentences, but he was still capable of language and tried to make his point known. Language is important for everyone, no matter how they speak.

These students used the information from the Pinker (1994) chapters “Baby born talking” and “Chatterboxes”. These chapters provide evidence of the innateness of language and that language acquisition is not just a form of imitation as is often the common sense belief (Hamers & Blanc, 2000; Pinker, 1994).

The first student used the argument that no “languageless” tribe has ever been discovered (Pinker, 1994). The second student uses the pidgin evidence as a way to make sense of the innateness idea. This student used both evidence from a spoken variety Hawaiian Creole as well as sign language evidence such as the Nicaraguan Sign Language or Idioma de signos Nicaraguense (ISN) (Pinker, 1994). The last student used the evidence of people who have either encountered a brain injury but still attempted to

communicate as well as the evidence that isolated individuals still have the ability to acquire some form of language even after the critical period (Pinker, 1994).

Understanding the first language acquisition process in humans gives insight and provides basic principles for understanding the second language acquisition process (Fillmore & Snow, 2000; Hamers & Blanc, 2000). In addition, the idea of the innateness of language potential in humans provides evidence for student understanding of the essential role of language in human development and identity. For example, through the understanding of language acquisition, language is seen as something that develops naturally like the ability to walk upright in developmentally normal humans (Pinker, 1994). While it is a common for people to assume that a particular group of people's language is inferior (Giles et al., 1987; Lambert et al., 1960; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976), few would claim that those same people had an inferior walking ability. An inferior walking ability would not even be considered for criticism because all humans acquire this skill in the same way, about the same time. If language acquisition is seen in the same way as walking ability, then it is very hard to claim that one type of language is inferior to another.

The language acquisition process provides another basis for understanding the difference between writing and speaking. Speaking and acquiring language are natural processes that occur in humans without privileging one language over another (Pinker, 1994). Literacy, on the other hand, is different than language acquisition (Lippe-Green, 1994). Literacy involves second order symbolism and is not acquired naturally like walking upright. Literacy has to be carefully taught and it best acquired after a language has already been established (Fillmore & Snow, 2000; Lippe-Green, 1994).

The phenomenon of bilingualism seems "foreign" or "exotic" to monolingual populations when, in fact, it is the majority occurrence in the world (Grojean, 1982).

Consider the following text segments that represent student understanding of bilingualism, code (CK>LC>B):

(CK>LC>B)/(CK>LC>PO) I have many friends from a variety of countries whose English is simply fantastic, probably better than mine. They have a large and elevated vocabulary (that would put many native speakers to shame), are never at a loss for words and I certainly don't even have to consider "dumbing down" my own language, because I know they have no problems whatsoever with comprehension. None of them would say something like "he go shop". But they might say something like "I'm tired already". Their "mistakes" tend to be grammatical but they are less a question of not knowing the rules and more one of creating your own "shortcuts" or borrowing from another language (not even necessarily their native one.) After a few months I came to two conclusions: first, that everyone makes the same "mistakes" regardless of their own native language, and secondly, that when I am around these people, I pick up their turns of phrases and grammar, and adopt their idiom. English is evolving into a new form which fits a particular social and geographic group (as it has many times in the past, with American, Australian, Canadian, etc.).

(CK>LC>B)/(CK>LC>PO) Many immigrants are middle/working class families and do not have the time to teach their kids Spanish at home. Most parents (of the friends I have) want their kids to speak, read and write English because they will

be "accepted" by the community. It is a tragedy because my friends are in the awkward balance of two cultures, two languages and two identities...and they don't know which one is "better" because their family says one thing and the school says another. Neither is better or worse, both are extremely useful in today's (sic) society.

These examples illustrate two very different points but use personal observations to explain the ideas. The first student response talks about the advantages of being bilingual namely the "larger and elevated vocabulary" of second language speakers with whom this student is acquainted. The first example describes what Hamers & Blanc (2000) called additive bilingualism. When sociocultural conditions are positive, learners experience the full benefits of being bilingual such as higher scores in verbal and nonverbal IQ tests, greater cognitive flexibility, and an increased ability to analyze syntax than monolingual students of the same age and general intelligence level (Arnberg & Arnberg; 1992; Mohanty, 1994; Mohanty & Perregaux, 1997).

The next student talks about the practical goals that parents have for their children to become successful users of the language of the community in this case English. These practical goals not only run counter to preserving home language and culture but also minority parents demand that their children are given instruction in the language of power (Perry & Delpit, 1998). The parents justifiably worry that if their children are not taught the standard, then they will be effectively shut out of any access to advancement in employment and education. The tension between the dominant culture and the minority cultures therefore manifests itself in sometimes contradictory ways.

The student also very eloquently described the “awkward balance of two cultures” that refers to the complex consciousness of bicultural people (Delpit, 1995; Delpit & Kilgour, 2002). Truly, there is tension between the dominant culture and minority cultures especially with regard to choosing the dominant language as the only language necessary to communicate. The pressure to speak using English only and then to speak an accepted mainstream variety of English is well documented (Crawford, 1992; Garcia, 2005; 1988; Lippe-Green, 1997; McGroarty, 1996; McKay & Wong). Also, the pressure from the dominant culture to assimilate drives this notion that there may be an “awkward balance” for bicultural people. Still, bicultural studies have presented evidence that marginalized groups never seem to acculturate fully and that they experience serious discomfort with total assimilation (Phinney, 1990). Yet “contemporary research on ethnic identity, acculturation, and cultural orientation reveals that individuals can successfully internalize or identify with more than one culture” (Devos, 2006, p. 381). Grojean (1982) described being bilingual as the majority phenomenon in the world and as such bilingual individuals code-switch and context switch many times within one day without any distress or disorientation. The idea that bicultural individuals may experience confusion and ambivalence may be largely a mono-cultural idea since monolinguals may project their own fears of dual cultures onto the phenomenon of biculturalism and bilingualism.

Understanding the process of second language acquisition provides further insight about language to pre-service teachers. Consider the following text segments that represent student understanding of second language acquisition, coded (CK>LC>SLA):

(CK>LC>SLA)/(CK>LC>PO) One of my friends, Rogelio, is fluent in both Spanish and English, but could not pass Spanish 6. He told his mom how it was

'muy ironica' that an American was better at reading and writing in Spanish than he was. His mother replied with "It is not like we had the time to teach you Spanish, nor the ability."

(CK>LC>SLA)/(CK>LC>PO) I think it was very interesting the subject regarding children and adults acquiring a second language was mentioned. I can very much relate to this area where the article discussed the experiments done on Korean-born and Chinese-born children of different ages. The younger children resulted in identifying with American-born children language-wise. Though I was born here, I didn't start learning the English language until around the age of four. In comparison to my relatives whom emigrated here at an older age, my language skills are far superior to their English. On the other hand, my Vietnamese skills are not as strong as theirs. According to my mother and other relatives, I have an accent in Vietnamese.

These students in these texts use personal observations and experience to talk about issues of second language acquisition.

In the first text segment, the student talks about a friend who is "fluent" in Spanish and English but still has trouble passing academic Spanish requirements. This occurrence of being able to speak but not write a language is common and is also the subject of one of the readings that the class was assigned called "Linguistic strengths of Mexican-American Students" (Sheets, 2005). Many times, speakers who are quite comfortable code-switching between two different languages in verbal contexts are not literate or are only semi-literate in one or both of the languages. Hamers & Blanc (2000)

describe an individual who does not acquire literacy in any language as having experienced "subtractive bilingualism." In these cases, an individual will not experience the positive cognitive results of bilingualism. In any case, being illiterate or even semi-illiterate in the home language can make it difficult if not impossible for speakers to pass academic tests and classes. For this reason, it is "muy ironica" for many that an English speaker who may not have a fluid command of the spoken language could actually pass a difficult academic test.

The second student refers to a critical period for language learning (Lennenberg, 1967). While a strong critical period theory has largely been rejected, there is still weak critical period theory that holds that young speakers can acquire a second language well enough to sound like a native speaker (Lippe-Green, 1997; Pinker, 1994). This student has personally experienced a critical period with regard to her own language development and the language development of her older relatives. The result is that the production of her original native language or mother tongue is now influenced by English to give her a non-native sound when speaking this variety to her non-native English relatives.

It is important for educators to have an understanding of second language acquisition because they will most likely be encountering this phenomenon in the classroom (Dieker, Voltz & Epanchin, 2002; NCES, 2003; NCES, 2006; Ohlemacher, 2006). An understanding of the second language process can provide insight into educational techniques and methods that will best enhance second language skills and English literacy skills (Fillmore & Snow, 2000). Monolingual speakers are most likely to misunderstand this process causing problems with educational choices.

Differences between writing and speaking. Understanding of the differences between writing and speaking, code (CK>LC>DWS), is fundamental for educators.

Consider the following text segments:

(CK>LC>DWS) Spoken language is really interesting and fun, while written language not so much! Now when I hear spoken English, I think that I will take into consideration how children learn to write a language compared to how they learn to speak that language. I like how Lippe-Green separates the two because I often have trouble separating (sic) written and spoken language. I think it is interesting that in one section, (where the list defines written and spoken languages) it says that written language needs to be worked on. This is very true for the students in schools today who often times have trouble writing.

(CK>LC>DWS) When I was reading the first article, I found the section about how the spoken language and the written language are two totally different things on pages 18 and 19 to be very interesting. The article said that it is hard for non linguists to understand that they are two totally different things. After careful thought of this, I realized how true it is. I read some of my old papers I had written aloud to myself and realized how odd my writing would sound if said out loud to another person. It is hard to notice this when speaking, we tend to be more relaxed and don't think about the correct form of speaking; then we start writing and become very proper. I wonder if it is because writing is more permanent than speaking. You write something people are going to read, and then the people can

go back and reference it later. When speaking, you can't be completely referenced, so you don't have to worry about making your speech as proper. There are many misconceptions about writing. One misconception is that a person is born to be a writer or struggles and may never do it well (Bartholomae, 1985). This misconception might cause students to prematurely abandon their papers or writing assignments with an excuse that errors are not their fault.

Another misconception, which goes hand in hand with the previous misconception, is not thinking of writing as a process, one that takes time, organization, and most importantly many revisions (Babin, 1999). If a writer employs the writing process, he or she can make progress and improve writing skills. Written language is definitely something that "needs to be worked on" as the student writes. The student goes on to observe that students "often have trouble writing." Future educators need to be aware that students might experience an almost painful writing acquisition process and that this process is not natural like acquiring spoken language. In addition, educators, in general, need to use and understand the writing process when creating documents for educational purposes in order to teach the process to students.

The second student reports that the concept that speaking and writing involve different processes is "interesting" and "hard for a non-linguist to understand". This student read his past writing aloud and realized "how odd my writing would sound if said out loud to another person." Using the reading aloud of written texts is a good strategy for understanding the differences between writing and speaking. He also observes that writing is more "proper" and "more permanent than speaking." Lippe-Green (1997)

outlines many differences such as writing is "planned, permanent, and discouraging of variation of all kinds" (p. 20).

Lippe-Green (1997) argues that "in our minds the spoken and written languages are so intertwined that we seem sometimes incapable of distinguishing between them" (p. 18). Educators must understand that "writing systems are a strategy developed in response to demands arising from social, technological, and economic change (Lippe-Green, 1997, p. 21). Writing systems are technologies that "translate the spoken language into written language form" (Lippe-Green, 1997, p. 21). Written language is a representation of spoken language but not the same as spoken language. Acquiring written language skills involves "learning a new set of rules" to accomplish this translation from spoken language to the written form (Lippe-Green, 1997, p. 21). Learning a new set of rules takes time; they "must be consciously and rigorously taught" and "it is a skill which will be acquired with differing degrees of success (Lippe-Green, 1997, p. 20).

Reading information, lecture information and activities. The students commented about the language unit readings and used them in different ways to make sense of the material they were learning. Consider the following text segment that represents student understanding of reading information, code (CK>LC>RI):

(CK>LC>RI) (CK>LC>LA) The article "Chatterboxes" shows the complexity in various languages. By learning and understanding the structure of these languages, one is able to better comprehend the culture itself. Thus, educators can better accommodate a student's learning style. Furthermore, it is very interesting that language can be considered an instinct. The proof that supports this claim refers

back to the portion of the article where deaf Nicaraguan children created their own type of sign language. Also, there (sic) story regarding the difference between Simon and his parent's (sic) abilities to sign. In the end, one can argue that language is an instinct because 'children actually reinvent it.' The reasoning is that it is 'not because they are taught, not because they are generally smart, not because it is useful to them, but because they just can't help it.' I don't think people appreciate the true beauty in language. It's a very complex, yet beautiful form of art that is universal.

Many of the student DB entries covered the reading material. Student commented that they liked the articles called "Trilingualism" (2002) and "I ain't writin' nuttin': Permission to fail and the demands to succeed in an urban classroom" (Ladson-Billings, 2002). These articles, in the edited volume by Delpit & Kilgour (2002), provide applications and results of misapplications of language information. Students were most critical of the Pinker readings stating that they were "dense", "hard to read", "way over my head", or "for a linguist." Nevertheless, many students read and interpreted the Pinker chapters in eloquent ways. The text segment talks about a chapter called "Chatterboxes" (Pinker, 1994). This student used quotes and text examples to explain language as "a very complex, yet beautiful form of art that is universal." Seeing language as "art" and "the true beauty in language" allows for acceptance and appreciation in all varieties of languages. Most importantly stigmatized varieties benefit from the view of language as a "beautiful form of art that is universal."

The fundamental elements of the curricular content of the language unit included an examination of language change, phonetics, phonology, morphology, syntax, language

acquisition, bilingualism, and second language acquisition. These elements provided evidence for other language issues including the concept that “all language varieties are equal” and the differences between writing and speaking.

The idea that “all language varieties are equal” is important to understanding the study of variation in language and other sociolinguistic concepts and theories. Furthermore, the concept is important to changing attitudes toward stigmatized English language varieties as well as languages other than English. Likewise, see that “all language varieties are equal” is a first step to accepting that other languages in the classroom can be seen as assets rather than problems.

Studying the differences between writing and speaking provided a link between the linguistic information and educational implications. Pre-service teachers can come to understand that spoken language and literacy issues are independent and should be addressed as such in the classroom. Understanding this difference can provide insights into choosing positive and effective pedagogical choices for diverse students.

The students also discussed the information from the face-to-face lectures in different ways. Consider the following text segments that represent student understanding of lecture information, code (CK>LC>LI):

(CK>LC>LI) I will forever remember the example that Lisa gave in class while covering the topic of epenthesis. She used the word "nuclear" that President Bush often butchers. I thought it was quite comedic because I have seen him do this in more than one speech and I never knew how to categorize it.

In addition to the readings, students also commented about the lecture topics. I tried to use interesting language examples when describing language phenomenon that I find are

interesting and convincing. I had hoped that these same examples would be interesting and convincing for the students. Epenthesis is a phonological process in which phonemes switch places within a morpheme. This process can occur in any language and can often lead to permanent language changes. One example of epenthesis is when people pronounce "nuclear" as "nukelar." I used the President's pronunciation of the "nuclear" as a tangible and popular example of the process but not to point out that he is "butchering" anything. Nevertheless, the student was moved by Bush's example even if it was to reinforce a negative stereotype about his language variety.

There were many comments about the activities and videos that I developed for the unit. Consider the following text segments regarding the activities for the unit

(CK>LC>A):

(CK>LC>A) In class activities were great, as well. I liked listening to the different ways people speak. I also liked discussing other languages. I had never realized that other languages had different types of speaking the way we have with English (i.e. SAE and BEV). This class has been helpful in understanding how to reach students in the classroom when everyone is different, and everyone has his/her own way of speaking. On another note, I really enjoyed the clip of the bird that could immitate (sic) sounds around it . I've always been amazed at animals and how some of them seem to understand what we are saying sometimes. I guess it's all a part of the communication process. Just like humans, animals have their own ways over communicating as well. I just thought that was neat, so thanks for sharing that with us!

(CK>LC>A) I really liked the activities that we participated in, especially the video clips at the end. It was good to see that linguistics is in our everyday lives. I love that Orbit commercial, but i (sic) never really thought about what they were doing with the words. I also liked it when we tried to translate the 3x5 cards. It was challenging yet fun. Another activity I really enjoyed was the very first one when we had to identify where the language was coming from.

(CK>LC>A) My favorite part of the entire teaching section by Lisa had to be the day we tried to match the recordings of people talking to the different languages. It was odd how similar some languages sound. Before the exercise, I felt that many languages were close in sound, but I would be able to hear some small differences to tell them apart by. In some cases I did hear the small differences, but there were some that I actually had heard before, but could not hear a difference between them. With the help of my peers, we were able to get all of them correct, but when I was doing it on my own at first, I had a little trouble. I believe that was my favorite part because, it really showed me that no matter how much you think you know about language, you still might not know everything...I found out many things about linguistics that I had never thought of. One thing I found the most interesting was the day we did that exercise on that IPA symbols. Being a music major, I have to become very familiar with the IPA symbols due to me having to be able to sing in different languages. Since you were a music major at one point im (sic) sure you will agree with me how much use that exercise was to us. Also, I found that having been a music major or even just having been

exposed to IPA in the past helped us out on that exercise. So my overall feeling of the class was excellent.

(CK>LC>A) Another thing I found interesting was that time Lisa let us listen to those recordings. There was a website with several languages on it. When you clicked on one there were characters of some form of alphabet. Under each character it would be the name/word associated with the character or the phonetic way to pronounce it. I really liked the Asian and African languages with what looked like the same enunciation, but Lisa explained to us the subtle differences. And she even had access to some clips that stressed those subtleties.

The activities and video were very popular among the students. Students referred to the activities as "my favorite part of the entire teaching section" and "another thing I found interesting." There does not seem to be a particular activity that student liked the most. Students pointed to the different video clips that I played during the last session of the class including the clip of the bird that could imitate sounds and the Orbit Gum commercial.

The recordings of world languages caused thoughtful reflection about their different sound systems. A student commented about the small differences among the sound systems and that "in some cases I did hear the small differences, but there were some that I actually had heard before, but could not hear a difference between them." It is often surprising to students that many languages sound so similar. During the activity, many students could distinguish between the Indo-European languages, French and

German. While students could not distinguish between the two tone languages, Thai and Cantonese, they could identify these languages as tone languages.

A student talked about the reverse transcription activity when she referred to the "the 3x5 cards." Another student related learning the International Phonetic Alphabet (IPA) with his music major. This student also talked about the IPA activity which included the use of Ladefoged's website to play the different examples of tone and click languages. These tone and click languages represent un-Englishlike traits and are often amazing to hear.

Overall the reading information supported the lecture information. Students connected more to the lecture concepts when they participated in the readings. The pen and pencil activities gave students hands on linguistic training that was meaningful in describing the differences between writing and speaking. The interactive activities gave examples of the variety that exists in language from phonetic to sociolinguistic examples.

Other codes used in this subcategory included acknowledging the importance of language knowledge (CK>LC>AILK), dismissing the importance of language knowledge (CK>LC>DILK), faulty language concepts (CK>LC>FLC), and acknowledging a lack of experience with other languages (CK>LC>LOEL/C).

Acknowledging the importance of language knowledge. To acknowledge the importance of language, (CK>LC>AILK) students often develop explanations and rationales to explain their ideas. The following text segments show that students did begin to acknowledge the importance of language knowledge:

(CK>LC>AILK) To be completely honest, I was not interested in linguistics at all whenever we started this section of the course. It was difficult for me to imagine a

situation where linguistics would apply to an elementary classroom. However, after participating in classroom activities and discussions, I've become more interested in the subject. I can definitely see how it might help me to be more sensitive to students in the future.

(CK>LC>AILK) I had the same opinion as you about the linguistics unit initially. I didn't think that it was an important part of a development class, but the more I learned about it, the more I realized that it is essential that as educators we know and understand many of the things we have learned.

(CK>LC>AILK) I can truly say at first I didn't understand the term linguistic and really didn't care, but now I understand and see that it is an important part of our language in everything that we do.

(CK>LC>AILK) This class has been very interesting so far. At first I really didn't see the point in studying linguistics for a teaching class but slowly it is starting to make since (sic).

Many students expressed indifference to studying linguistics. They commented that they "were not interested in linguistics at all," that they "didn't think that it was important part of a developmental class," that they "really didn't care," or they "really didn't see the point in studying linguistics." For these students, linguistics was a foreign subject that had little or no connection to education.

After learning a little about the subject, these students began to change their views commenting that "it is essential that as educators we know and understand many of the things we have learned"; "I can see how it might help me to be more sensitive to students in the future"; and "now I understand and see that it is an important part of our language in everything that we do"; and "it is starting to make (sic) since." These comments represent changes and indicate that the language unit provided sound evidence for the importance of language knowledge thus confirming the qualitative data findings but teasing out the thinking behind these changes in understanding and beliefs.

Some students indicated that they were familiar with the subject of linguistics from previous experiences. Consider the following text segments:

(CK>LC>AILK) Language and English in particular seems to be the most necessary element of education and at the same time the most neglected.

(CK>LC>AILK) A couple of years ago I took a child linguistics class, so I was a little familiar with some the concepts that Lisa came up with class. I found it interesting (the first class I took) but I never really made the connection with that and teaching children. Now it seems like this should a section that all beginning teachers should brush up on before starting their first real year of teaching. It's important to know what kind of background your students come from and why they pronounce w's instead of r's for example.

(CK>LC>AILK) I knew that language was a complex subject but I neglected to really think about how important it is to understand the different levels of

language, especially for a future teacher like myself. I believe that knowledge truly is power. Therefore, understanding it better would give me more to work with in the classroom. All of this information that I have read will be useful considering that language is always changing and good communication is key in the classroom. When we understand these concerns and the content behind them, we can better help our students.

The first student recognizes that the study of linguistics is "necessary" but "neglected." The second student had previously had a course in linguistics but "never really made the connection with that and teaching children." This student goes on to proclaim that "it seems like this should a section that all beginning teachers should brush up on before starting their first real year of teaching." The last student realizes that "language (i)s a complex subject" but she "neglected to really think about how important it is to understand the different levels of language, especially for a future teacher like myself." Clearly these students made some connection between the language unit content and its importance to education. Acknowledging the importance of language knowledge provides more evidence that attitudes may be positively affected by the information in the unit. Coming to see this information as essential, necessary, and useful can enhance the link pre-service teachers make regarding the connection of this information and education.

Fears and faulty language concepts. Many times student misunderstood the information presented in the readings, lectures, or activities. There was such a vast amount of information that was included that misunderstandings were bound to occur.

Consider the following text segments that represent faulty language concepts, code (CK>LC>FLC):

(CK>LC>FLC) Basically, (sic) in the US spoke proper English, there would be no reason to learn all of the informal speech we use.

(CK>LC>FLC) Writing is probably the most important act before you can talk in a correct way. If you can't write, then you can't talk properly.

(CK>LC>FLC) The article also discussed the development of speech in adults and the fact that healthy children can have language development issues...This information has helped me to realize that problems with languages or divergence in speech are not at the fault of the child. It is how the brain developed or what speech was present during the critical language acquiring years. I feel I will be less likely to pass judgment on these students based on their speech abilities and realize that their differences were not a choice, but were either developed by their environment or physiological development during gestation.

The first comment represents an attitude toward informal speech proclaiming that "there would be no reason to learn all of the informal speech we use" if only everyone spoke the same way. However, linguistic uniformity is impossible; those who advocate for prescriptive language show a lack of awareness about the variety that the speaker himself uses as well as other forms of variety that occur due to geography, ethnicity, and class. The second student has missed a very important lesson from the lecture and readings. That lesson includes understanding the difference between writing and speaking. The

student claims that "if you can't write, then you can't talk properly." The ability to write has nothing to do with the ability to speak (Lippe-Green, 1997).

The last student states that "healthy children can have language development issues." This statement runs counter to Pinker's claim in the readings that all developmentally normal children develop verbal language. The student goes on to equate brain development with environmental factors when she states that "it is how the brain developed or what speech was present during the critical language acquiring years." In addition, the student claims that "problems with language development" or lack of "speech abilities" are caused by "the environment" as well as "physiological development during gestation." Again, the student seems to be equating the type of language that is in the environment with problems with speech abilities. While the student feels that she "will be less likely to pass judgment on these students" for the speech they acquired in their environment, she still understands these differences to be deficits instead of variety that is equal to all other variety (Giles et al., 1987; Lambert et al., 1960; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976).

Students often have fears (CK>LC>SL>F) about language and, in particular, language change that is based on faulty language concepts. Consider the following text segment:

(CK>LC>SL>F) i (sic) also find the idea of english (sic) further changing than what it is today scary. i (sic) really dont (sic) want to be the old man sitting around my grand kids going what are you guys saying i (sic) dont (sic) understand.

The student refers to language change as "scary" because change is seen as something that can occur so fast as to render it unintelligible for older speakers. However fears about language change are unfounded because language change occurs slowly (Arlotto, 1972; Pinker, 1994).

Often fears are associated with faulty language concepts. Because the study of linguistics was new to many of the students, misunderstandings were likely to occur. No doubt, more training can deepen the understanding of the study and lessen misconceptions.

Lack of experience with language and culture. In spite of the influx of immigrants from many countries, the United States is a country that is still considered a mono-cultural and a monolingual nation (Crawford, 1992, Del Valle, 2003). Consider these text segments that represent student understandings about the lack of language and culture experience, code (CK>LC>LOEL/C), that exists in the United States:

(CK>LC>LOEL/C) I grew up in a very small town and attended a small private school. It was the type of school where everyone spoke exactly the same way and did all the same things.

(CK>LC>LOEL/C) I agree with the article that we should not judge people because of their accents. One question that is asked, should children be required to learn English and learn English regardless of their home languages? That's a tough question because I don't think some students have a choice in most American schools. Most teachers are not qualified to teach in any other language besides English. My mom is a teacher in a public school where there are several

Hispanic students. Her school is fortunate that they have a specialized teacher who can speak to the students in their home language and communicate to them in English.

(CK>LC>LOEL/C) I think we need to find teachers that can relate to them, at on a language level. I jsut (sic) don't understand how an ESL teacher can educate a non-English speaking student when they can't even understand each other.

The first comment acknowledges the homogenous nature of the Midwest section of the country. The student describes the school environment as speaking "the same way" and doing "all the same things." The next student talks about the fact that "most teachers are not qualified to teach in any other language besides English" and that a particular "school is fortunate that they have a specialized teacher who can speak to the students in their home language and communicate to them in English." The last student laments that English as a second language (ESL) teachers, who know only English, will be at a disadvantage to teach and communicate with non-English speaking students. The lack of experience with other languages and cultures has been discussed at length in the literature (Grinberg & Goldfarb, 1998; Lawrence, 1998; Meier & Stewart, 1991). These students are coming to understand how a lack of diversity experience can affect schools and the implementation of programs in schools.

"All languages equal" code. I also coded for one of the most controversial ideas in the language unit namely that all language varieties are equal in linguistic terms, (CK>LC>ALE) (Lippe-Green, 1997, p. 10). The "equal" idea stirred a great deal of comment from students. Oftentimes, students, in trying to process this idea, used different

strategies and information to convince themselves that this idea could be possible. They seemed to process using several strategies regarding the “equal” notion. I was happy to see that most students thought very critically about this idea. The code (CK>LC>ALE) was broken up into smaller codes that represent the different strategies used by the pre-service teachers to make sense of this new idea. Table 21 shows the different strategies codes identified.

Table 21: Strategies codes for “all language are equal”

Strategy code name	Code abbreviation
Universality/similarity	CK>LC>ALE>US
Flexibility	CK>LC>ALE>F
Effectiveness	CK>LC>ALE>E
Superiority/inferiority	CK>LC>ALE>SI
Novelty	CK>LC>ALE>N

One way students processed this idea was using the universality/similarity strategy.

Consider these text segments:

(CK>LC>ALE>US) One other aspect of the article that really made me think was that even though there are different languages all across the world there are some objects that all languages have a word for. Some examples are water because everyone drinks and uses water and foot because all humans have feet. I never thought about the fact that some words would have to be created for all languages because they are universal. We just always think about how different we are from a different language not about the similarities.

(CK>LC>ALE>US) The third thing I got out of the reading regarded grammar and again the languages are different, but at the same point they are the same. Using this strategy, students used one of the first principles for the study of anthropology and linguistics in particular. That strategy uses the idea that by studying similarities among language systems certain universals can be found and applied to all languages. This information could be found in the unit readings including Pinker (1994), Fillmore & Snow (2000), and Lippe-Green (1997).

Another strategy used by students was the flexibility strategy. Consider these text segments:

(CK>LC>ALE>F) Secondly, the article states all languages are equal in linguistic terms. Just like the article predicted, as a non-linguist it was hard for me to understand this at first, especially because certain languages contain words that others do not. But I learned that because languages are flexible they can adapt and become equal.

(CK>LC>ALE>F) All languages are equal perhaps, but I think english (sic) is the most versatile because it seems very easy to adapt new words and phrases into this language. It happens all of the time with slang terms.

(CK>LC>ALE>F) This article was very intrasting (sic) when it spoke about all languages being equal. At first i (sic) could not get mind around the idea because I always see movies where some say that word is not found in that language

although language is very flexible (sic) and there is always away (sic) to explain the meaning of something even though there is know (sic) word for it.

Using this strategy, students began to think of ways to challenge the “equal” notion. Most students were able to think of languages lacking certain words for certain concepts. Most students were able to reason that languages were flexible and able to adapt to new concepts by creating words as needed. Again, this information could be found in the unit readings from Pinker (1994), Fillmore and Snow (2000), and Lippe-Green (1997).

Another strategy used to understand the “equal” idea was the use of the effectiveness strategy. Consider the following text segment:

(CK>LC>ALE>E) Of the five main linguistic concerns covered, the idea that all spoken languages are equal in linguistic terms was initially the hardest to understand. To do this, I had to look at what criteria could be used to try to evaluate the effectiveness of a language. After the authors' examples like in Alemannic (sic) where different verb moods reveal the veracity of a statement, I see how the case could be made that if not impossible to try and "rate" languages, it is somewhat pointless, as languages accomplish communication differently.

This student examined in greater detail the grammar system of a language unlike English and came to the conclusion that languages “accomplish communication differently”; therefore, it would be “impossible” if not “pointless” to “rate languages.” What might be problematic is that this student does not explain on what scale languages might be rated. Any rating system that might rate “equal” versus “unequal” or “less” versus “more” will reveal an attitude scale which is not helpful when evaluating the “equal” notion (Giles et al., 1987; Lambert et al., 1960; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975;

Williams, 1976). Nevertheless, “communicative effectiveness” was a term used in the Lippe-Green (1997) reading for the unit to evaluate the language systems.

There were several segments of texts which were problematic to the understanding of the “equal” notion. For example, students referred to a superior/inferior strategy. Consider these text segments:

(CK>LC>ALE>SI) The second central concern, all spoken languages are equal, I felt was saying that not one language is better than another. There is no one superior language world wide. I believe that each lanugage (sic) and culture uses language in a slightly diffrent (sic) pattern, and use words that may have diffrent (sic) meanings, but they all languaged (sic) is used to communicate in some way.

(CK>LC>ALE>SI) My understanding of the articles in that no language is inferior to another. All languages are complex.

The superior/inferior theme is particularly important because these ideas are language attitudes and are typically not a part of the study of general linguistics (Giles et al., 1987; Lambert et al., 1960; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976).

For a linguist, if the code meets the criteria of a true language, then there is no such notion of superiority of inferiority; these are concerns for other fields of study. (Giles et al., 1987; Lambert et al., 1960; Lippe-Green, 1997; McGroarty, 1996; Pinker, 1994; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976). For students who came away with the notion that languages can be classified as superior or inferior, such an idea might be problematic to a central understanding of anthropology and linguistics. For example, thinking of language in terms of attitudes about language

varieties opens up criticism and mistrust for this basic notion that all language varieties are equal in terms of linguistic complexity. In today's cultural climate, academic notions are suspect because of the strong isolationist history of the US (Thomas, 2007). Talk of equality for language varieties results in people rejecting the idea based on their language attitudes and "common sense" notions about language that they take very personally (Giles et al., 1987; Lambert et al., 1960; Lippe-Green, McGroarty, 1996; 1997, Pinker, 1994; Ryan & Giles, 1982; Trudgill, 1975). Language intertwines with culture and identity in powerful ways.

Another issue arises when students acknowledge the "equal" notion as a novelty. That is, something they have never been taught or thought of before this unit. They express this novelty without trying to analyze the validity of the statement. Consider these text segments:

(CK>LC>ALE>N) I agree that spoken languages change over time, but I was confused when it was stated that all spoken languages are equal in linguistic terms. I was never taught this way, nor have I thought this way about all languages. I agree with the other statements because change is bound to happen, even with languages.

(CK>LC>ALE>N) All spoken languages are the same in linguistic terms is fascinating. I never thought in that way.

Failing to examine the idea can be a problem because then the students may reject the "equal" notion because they did not take time to analyze it in greater depth. In fact, the student may already reject the validity of the "equal" notion but have no counter evidence

or arguments to offer. For instance in the first text segment, the student agrees that "spoken language changes over time" because "change is bound to happen, even with languages" but it does not seem that the student can come up with evidence to reconcile the "equal" notion.

Coming to understand how and why linguists claim that “all language varieties are equal” is important for many reasons. The “equal” concept is important in changing attitudes toward other languages or stigmatized varieties of English. It is also important to changing attitudes toward these languages in the classroom and seeing these varieties as assets rather than problems. Furthermore, understanding the “equal” concept provides a basis for studying variation in language as well as other sociolinguistic concepts and theories.

Social language concept knowledge

The next subcategory was under both *content knowledge* and *language concept knowledge*. This subcategory was named *social language concept knowledge* and represented the sociolinguistic concepts (CK>LC>SL) expressed by students. I used seven separate codes. Table 22 shows the social language concept codes and the abbreviations used.

Table 22: Social language concept knowledge codes

Code name	Code abbreviation
Social language concept	CK>LC>SL
Acceptance/awareness of variety	CK>LC>SL>AV
New awareness of variety	CK>LC>SL>NAV
Functional awareness of variety	CK>LC>AL>FAV
Lack of awareness/acceptance of variety	CK>LC>SL>LAV
Minority sensitive/ minority culture oriented	CK> LC>SL>MS/MCO
Majority power sensitive/oriented	CK> LC>SL>MPS/MPO

Sociolinguistic concepts were presented to monolingual students so that they had an opportunity to see the variety in language. For this reason, I coded for any content that would show a functional awareness of variety (CK>LC>SL>FAV), an acceptance or awareness of variety (CK>LC>SL>AV), a new awareness of variety (CK>LC>SL>NAV), and/or a lack of awareness or acceptance of variety (CK>LC>SL>LAV).

Types of variety awareness and acceptance. For monolinguals, a functional awareness of variety is the easiest for them to understand because functional variation is the one that they practice every day (McGroarty, 1996). Functional variation can be a monolingual's first step into a world of variation in language that they may not be aware of until it is brought to their attention. The lesson described in the reading *Trilingualism* by Baker (2002) teaches students to examine their own language usage. Functional variation is the one type of variation described by the students in this reading. Consider the following text segments that represent student understanding of functional variation in language (CK>LC>SL>FAV).

(CK>LC>SL>FAV) (CK>LC>RI) I enjoyed the article about Triliguilism (sic), I agree with the author in many ways. I also want to be a teacher that can learn from her students. I like how she separates English saying there are three different forms. I think it is important for the students to know when and where to use a certain form of English, not to say that one is better than the other; just that there is a time and place for everything. I also feel like recognizing the different forms of English is very important. I have realized that noticing the different forms of English that I use within a day can actually help with my communication skills.

(CK>LC>SL>FAV) (CK>LC>RI) Judith Bakers (sic) article, *The Skin That We Speak*, was interesting to read. I liked how she split up the English language into three categories: home, formal, and professional. I think there is a point when we all begin to recognize that we speak differently at home, at work or when we are writing papers, but we never really draw the connection between the three English “trilingualisms.”(sic) I also liked the fact that Baker was teaching this concept of trilingualism in a high school classroom. The earlier students learn to find the distinction between the three different types of English they will find it easier to communicate with people in different situations and recognize when they use professional, causal and formal English. In analyzing your language and how you speak you gain a better sense of who you are and where you came from. A lot of Baker’s students began to develop this understanding through their presentations and the role plays they presented in the classroom.

(CK>LC>SL>FAV) As a student of a foreign language, I see the necessity for grammar and want to be understood in all languages I speak, and at times I change my speech to fit the group I am with (although it goes against a lot of what I believe in).

The first student talks about different functional varieties of English that were described in the reading. The student emphasizes that context is everything when she states that "It is important for the students to know when and where to use a certain form of English, not to say that one is better than the other; just that there is a time and place

for everything." Most importantly, the student has discovered that "noticing the different forms of English that I use within a day can actually help with my communication skills." Helping communication skills by learning to be functional with language use is one of the fundamental points of the unit.

The second student also draws on the importance of enhancing communication skills by better learning to be functional with language use. She states that students "will find it easier to communicate with people in different situations and recognize when they use professional, causal and formal English." Again, this student has made a connection with context and the variety of language chosen. The third student explains that she is a foreign language student who typically changes "my speech to fit the group I am with." Interestingly while she makes these language choices, this student claims that "it goes against a lot of what I believe in." This student never explains this last point but it might indicate that she has missed the point that functional variation is as natural as any other type of variation (Lambert et al., 1960; Labov, 1966; Labov, 1972a & 1972b).

One of the most important aspects of the study of sociolinguistics is to see that variation exists in language as well as how it exists in natural language communities. The following text segments show student understanding of variety that represents either an awareness or acceptance of variety (CK>LC>SL>AV).

(CK>LC>SL>AV) Language is the most important and easiest way of communication, but there is not one real language. They are variations in language that I didn't (sic) know about before studying Linguistic facts. Not only are there hundreds of languages, but there are many different variations of those languages. For example Spanish is a language that has many different variations;

Spanish is not the same in Mexico as it is in Spain and so on.

The student discussed the Lippe-Green (1997) chapter called “Linguistic facts of life”, required for the language unit, when referring to "studying Linguistic facts." This reading is full of examples of variation in American English at the phonological level, grammatical level, lexical level, and social level. The student begins by stating that "there is not one real language" which is an interesting way to explain variation. It is also important to see that besides unintelligible languages there is variation within a particular language. This student uses the variation differences between Spanish from Mexico and Spanish from Spain.

Many students were interested in "Black English". Consider these text segments regarding African American Vernacular English (AAVE):

(CK>LC>SL>AV) When we first took the pre-test a few weeks ago regarding linguistics information, I recall quite a few questions about "Black English." We also discussed this in class the other day whenever we were talking about things that people from St. Louis say that others may not. I do believe that some African American people have their own words for things, but I also believe it is perfectly acceptable for this to be so. Personally, I am from a small town approximately 80 miles south of here. I grew up calling my evening meal supper, while most people from St. Louis refer to it as dinner.

(CK>LC>SL>AV) You may see yourself as English because you speak that language when in relaity (sic) the majority of your family is from Finland. When you talk about how someone speaks, it is really a stab at their culture and they get

really mad. I have always been taught to speak properly. I never saw BVE as its own language, but as English being spoken in away that is not typical of Standard English. However, after this article, and last class period I can see that it is a language of its own. My grandfather was born in 1921 in Poplar Bluff, MO. He spoke differently than what you would consider "proper", and I never saw it as being a different language than English, but it was different than Standard English, and it was also different than BVE. I think that is the important thing to notice. Not all "proper" English sounds the same. There are different meanings for words in each form of nonstandard English. Therefore you have to consider that all nonstandard English languages are different languages.

(CK>LC>SL>AV) I really like the point that you made about BEV and SAE. We never think about BEV having systematic rules like SAE. I had never really thought about it until I read this article. It's not random laziness of the speakers, but it is how the culture has formed the language. I talked about this in my other post, but just because it's not "normal" to everyone in society, these critics reject BEV. It is part of a culture, and it shouldn't be shunned. I know that we've talked before about saying "like" a lot when we talk to people; it makes me wonder what we would think if someone started writing articles about us and tearing down the way we speak for saying "like."

(CK>LC>SL>AV) I hate the fact that BEV is brought up yet again in this article because every time I read about BEV it makes me angry. It makes me angry

because I constantly think about how capable some of my black friends are and to think that some white person is not giving them a job, internship, or opportunity simply because [of] their language is sickening. I think there will always be racial tension, but I think it would lessen if white people would start to accept BEV.

The first text segment refers to the pretest that the students were given at the beginning of the unit, the St. Louis variety, and the lexical variation of AAVE. Variation is seen as "perfectly acceptable for this to be so." The student seems to have an understanding between regional and social variation in language. To point out that lexical variation exists everywhere, the student observes that the evening meal is called "supper" just 80 miles south of St. Louis while in the St. Louis area the evening meal is called "dinner". Pointing out lexical differences between varieties of English that are relatively close in geographic proximity can be an effective way to explain geographic variation. Using variation examples from the area that the students are from provide familiar examples that students are aware of and can relate to.

The second student recognized that the language of his grandfather who "spoke differently than what you would consider "proper", adds that "I never saw it as being a different language than English, but it was different than Standard English, and it was also different than BVE." The student "can see that it (BEV) is a language of its own" and "that all nonstandard English languages are different languages."

The third student has gained a new awareness of "BEV having systematic rules like SAE." The student states that "it's not random laziness of the speakers, but it is how the culture has formed the language." The student recognizes that because it is not "normal" it is "rejected" and feels that because language is "part of a culture" the variety

"shouldn't be shunned." Coming to see that stigmatized language varieties are as systematic as their own language variety changes language attitudes in a positive way.

The last text segment represents a speaker who has a personal connection to AAVE speakers. This student feels "angry" and finds it "sickening" when thinking that personal friends might be held back because of their language. This student would like "white people" to "start to accept BEV" as a legitimate language. The attitude that some injustice has been committed against personal friends or family represents a positive and accepting attitude toward a stigmatized variety. This type of attitude can be thought of as a feeling of solidarity for those who speak this variety (Giles et al., 1987; Ryan & Giles, 1982).

I see evidence that the language unit had a significant impact when these students changed the way stigmatized varieties are viewed. Consider the following text segment regarding Creole language development:

(CK>LC>SL>AV) The five central language concerns are all spoken language changes over time, all spoken languages are equal in linguistic terms, grammatically and communicative effectiveness are distinct and independent issues, written language and spoken language are fundamentally different, and variation is intrinsic to all spoken language. This information along with the rest of the reading in Lippi-Green changed my ideas about language. I used to think that it was important to have one standard dialect and that pidgin and Creole language development was bad. Through this article, I have revised my opinion. Variation is natural in language and good. It shows the development of humanity

over time along with the changes in culture that are established through the generations.

Delpit (1995) argues that it is important to consider the opinions of minority students of education. For one reason, the insights of minority education students have direct application to the classroom; it is important to share these insights with students from the homogenous dominant group. In addition, minority education students often feel isolated in higher education classrooms and internally reject institutional expectations, yet "play the game" in order to pass the requirements (Paredes, 2000). Moreover, since few minority students choose the field of education for a profession (White-Clark, 2005), more efforts are needed to reach these students and tap valuable perspectives about how to support the learning of students of color. The following text segment represents the views of an African America female student on this issue:

(CK>LC>SL>AV) I argee (sic) with you, that it's nothing wrong with how a person speak (sic) English. I belive (sic) that it has a place and time were (sic) people can explore their language the way they want too (sic). For example, slang has it's meaning, just as long that (sic) you can use it at an appropriate time and place. I myself was born in the south, a lot of times, I catch myself using southern word at times. So I try to be my self and practice make perfect. Eventually, I will get it!

Clearly, being a speaker of a stigmatized variety changes the perspective towards variety in general. Speakers of nonstandard varieties have a bi-dialectal experience, meaning they have strong feelings of solidarity and loyalty to a stigmatized variety (Delpit, 1995). Furthermore, these speakers often have stronger understanding of functional variation in

language than mono-dialect speakers because they are functional users of language, often switching between and among varieties as they go about their days (Grosjean, 1982).

These speakers are also more acutely aware that context drives language choice.

Many students in the classes noted that they were from a southern part of the States where the language varies enough to be perceptible to native speakers. For example, one student noted the lexical variation in living in an area just 80 miles south of St. Louis. Consider the following text segments:

(CK>LC>SL>AV) Coming from the southern part of Missouri, many people tell me that I have a southern accent. However, you guys have no idea! I speak a lot faster and I annunciate (sic)more when speaking with people here in St. Louis than I do with people in my hometown. I have to speak much slower to them, and I catch myself speaking with that "southern slang!" When people from my hometown come to St. Louis, I've often noticed that residents here have no idea what my friends are saying! It's all just a matter of a different style of speaking.

This student notes that coming from the "southern part of Missouri, many people tell me that I have a southern accent." The student perceives that she speaks a lot faster and enunciates more when speaking with people here in St. Louis than she does with people in her hometown. The student is aware that she code-switches speaking "much slower" in her hometown as well as using "southern slang." The student also remarks that St. Louis natives "have no idea what my [home] friends are saying!" Some of these observations may be exaggerations. The perceptions that southern dialects are slower represent stereotypes of southern dialects that are well documented (Crawford, 1992; Lippe-Green, 1997). Moreover, it is unlikely that varieties that are as geographically close as St. Louis

and Southern Missouri would not be mutually intelligible but there may be local pockets with strong dialects.

Another student also commented about the St. Louis dialect. Consider the following text segments:

(CK>LC>SL>AV) It is interesting the different accents you can pick up. For all these years I have been in Missouri, though I have ardently resisted picking up the standard Midwest, twang-ey accent. I truly hope that I still manage to do so, because it makes people sound (and I know it's not right) uneducated to me. I know that it's just part of my language socialization, but I suppose I can't help having a bit of snob stuck in me from growing up the with ultra-educated coastline-bread traditionalists constantly correcting my speech and actions. By the other token, though, they find it perfectly acceptable to say melk (for milk), and coiffée (for coffee)... it's all relative.

(CK>LC>SL>AV) Until Sarah told me about the "carvette" incident, I really did not consider the St. Louis dialect. I was talking to my dad today and attempted to say "well", but it sounded more like "waell"...It takes time to catch yourself saying something like that! I think speaking a certain "dialect" could be detrimental (sic) to certain groups, especially Southern dialects and it being a slower dialect. With Spanish, people can tell right away where your teacher was/is from. When I speak Spanish, I have a tendency (sic) to speak a "slang" version that comes from Tabasco, Mexico. It's almost not fair because people have pre-

concieved (sic) notions of what is "proper Spanish" and what is "teen/slang" Spanish. I do it without even thinking, the same with English.

The first student comes from a different part of the country and had always "actively resisted picking up the standard Midwest, twang-ey accent." This student clearly has a negative attitude toward the sound of the variety commenting that " it makes people sound (and I know it's not right) uneducated to me." While acknowledging that the attitude is "not right", changing this attitude is very difficult because the student considers herself "a bit of snob stuck... from growing up the with ultra-educated coastline-bread traditionalists constantly correcting my speech and actions." Nevertheless, variations that might be stigmatized in other areas sound acceptable to the student because "it's all relative." These confusing attitudes represent just how illogical and contradictory language attitudes can be manifested.

It is also interesting to note examples of when students express an awareness of variety in language that they had never noticed before studying linguistics. The following text segments represent a new awareness of variety (CK>LC>SL>NAV) expressed by students.

(CK>LC>SL>NAV) "Trilingualism" was a very interesting article. I never really thought about how many different forms of English I speak in one day. It's quite astounding to think about it, and rather a miracle that we keep them all straight in out heads and don't get confused about which form to use more often.

(CK>LC>SL>NAV) Lippe-Green ideas does (sic) not change my way of thinking in regards to my attitude about language, culture, teaching and learning. What it

has done is opened my eyes to the different languages and cultures that are right here under me. I knew that the different language we were speaking was something different but I did not realize it is something that our generation create (sic). What this does is that it makes me want to learn more about the different languages and sounds. And I always knew that our culture was different in language speaking and teaching.

The students state their new awareness of variety in many ways. One student remarks that "I never really thought about how many different forms of English I speak in one day. Another student comments that the Lippe-Green (1997) reading "opened my eyes to the different languages and cultures that are right here under me." The realization of variation has motivated the student to "want to learn more about the different languages and sounds." Opening up students to the world of variation in language provides a catalyst for changing attitudes.

Because the United States is a monocultural and monolingual country, many students are unaware of the variety that exists in language. Consider the following text segment that represents a lack of awareness of variety, coded (CK>LC>SL>LAV), by one student:

(CK>LC>SL>LAV) I am unsure of what is meant by the "home" English category. According to Baker, "home" English is what is spoken at home or for recent immigrants, what they learn from their peers. Maybe a linguist could identify anything unusual and unique about the way my family communicates, but I would say it's the same thing as academic English.

The demographics of the majority of the educators in the US represent White, middle-class females. Similarly, these educators speak a homogenous language that is similar to the academic language of education. Because of this demographic, many educators live isolated lives, are oblivious to diversity, and lack the skills to teach a diverse population of students (Martin, 1995; Osajima, 1995; Rao, 2005/2006).

For monolingual and monocultural students variety in language has to be explicitly pointed out because their experiences with variety are limited. Seeing variety in language can enhance the concept that “all language are equal.” because variety can be seen as something that is functional and regional. Seeing variation in language can further change attitudes toward stigmatized varieties of English as well as languages other than English because variety can be seen as something that is personal. Attitude change can have an impact on the types of pedagogical techniques and methods teachers will choose for diverse students.

Dominant and minority language orientations. Any identity and status notions presented in the data were coded in two ways. The student who expressed sensitivity or orientation to the minority culture was coded as (CK> LC>SL>MS/MCO). The student who expressed sensitivity to the majority culture was coded as (CK> LC>SL>MPS/MPO). The following text segments represent an orientation or sensitivity to the dominant or majority language group (CK> LC>SL>MPS/MPO):

(CK> LC>SL>MPS/MPO) I believe that immigrants should learn and understand the English language just as they have learned the laws.

(CK> LC>SL>MPS/MPO) I would say I agree with both of you in regards to people coming into our country learning our language. I do have sympathy for them in the fact that it is a hard language to learn. But they chose to come here and I feel they should have to learn our language just as they have to learn our laws.

(CK> LC>SL>MPS/MPO) I agree with you to some extent. I feel that we should be able to communicate with others, but they should put forth more effort to speak the english (sic) language. Now I'm not talking about the one's that are trying. I'm talking about the one's that are not trying to speak our language and just don't care.

Just as language attitude studies revealed that minority speakers or speakers of a stigmatized variety often agree with majority attitudes, many students, whether speakers of the dominant or stigmatized variety, expressed a dominant language orientation (Giles et al., 1987; Lambert et al., 1960; Lippe-Green, McGroarty, 1996; Pinker, 1994; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1983). The first student was a female Asian student who came to this country as a child. Although she is a minority student, she feels an affinity toward the dominant culture and feels that language should be learned in a similar way one would learn the laws of a country.

The second student agrees with the first student and reiterates that language should be learned in the same way that laws are learned emphasizing that the people who come with other language made their choice when they chose to move here. At first read, it seems that learning language and learning laws have nothing in common. However,

when traveling to another country, a language learner must learn to interpret street, commercial, and government signs in order to avoid legal issues within the new culture.

The third student expressed stronger views that English language learners "should put forth more effort to speak the english (sic) language." In an attempt to soften the view the student comments that she is only talking about "the one's that are not trying to speak our language and just don't care." This view that English language learners are "not trying to speak our language" or "just don't care" reveals a lack of understanding about acquiring a second language when the learner is an adult. This process of second language learning for adults is difficult and sometimes adults fossilize at a particular acquisition level never making any further process (Grosjean, 1982).

Still, many other students, whether speakers of a dominant variety or not, expressed a sympathy for the plight of stigmatized varieties. Consider the following text segments:

(CK> LC>SL>MS/MCO) In McDermott/ Gospondinoff's article, they talk about the idea that minority children may fall behind when presented with a classroom saturated with cultural customs and language styles as accepted by the "majority group". This is a very interesting concept. Just body language can be characterized as a cultural custom, and just as you, as the teacher, are most likely not familiar with the practices of your minority students, they are more than likely not fluent in yours.

(CK> LC>SL>MS/MCO) (PC>TR) It is true that today many immigrants are coming here from Mexico. Some of them come here illegally, but those children

are still to be enrolled in school. Since this is so, many of the children do no (sic) speak English and it is important now, more than ever, to have ESL programs. Even though students may not speak the same language, it is important to encourage those students to succeed. We should do our best, as teachers, to help them learn English. If they are in Spanish, it is important to help them learn how to read and write in Spanish (as well as English). Some children are never taught at home, and when they enter school, it is all up to the teacher. We must be prepared for cases like this, and do all that we can to give that child the best education possible to help them succeed!

(CK> LC>SL>MS/MCO) When reading Article 1, I found myself agreeing most with what she has to say in the part about the “respect of each student’s home language.” I feel that teachers should embrace and encourage a student to use their own vocabulary. The student is used to expressing themselves using the vocabulary they already have, so encouraging them to use that vocabulary will help them develop their thoughts, without having to concentrate so much on using proper grammar and vocabulary.

The first student expressed a view that the lack of understanding culture affects both teachers and students when she states that "you, as a teacher, are most likely not familiar with the practices of your minority students, they are more than likely not fluent in yours." The second student expressed an understanding of the responsibility of educators toward the children in the classroom regardless of the student's legal status. The last student talks about the importance of allowing children to use "their own vocabulary" to

"help them develop their thoughts, without having to concentrate so much on using proper grammar and vocabulary." Getting students to identify with social situations that are different than their own allow for positive attitudes and the creation of positive learning environments.

Language and culture are intrinsically linked. Revealing these affiliations can provide descriptive information for teacher educators about the pre-service teacher in their classrooms. Pre-service teachers who empathize with minority orientation often express positive attitudes toward language variety while majority orientation can hold negative attitudes toward nonstandard varieties of English and Languages other than English. Furthermore, native language or ethnicity of the speaker often do not account for the language loyalty and solidarity toward a minority language or language variety.

Standard language concept knowledge

The final subcategory fit under *general content knowledge, language concept knowledge, and social language concept knowledge*. This subcategory was named *standard language concept knowledge*. I used five separate codes. Table 23 shows the standard language concept codes and the abbreviations used.

Table 23: Standard language concept knowledge codes

Code name	Code abbreviation
Social language/standard language	CK>LC>SL>ST
Proper language	CK>LC>SL>P
Demand or value standard overall other languages	CK>LC>SL>ST>DVS
Standard as success or threat	CK>LC>SL>ST>SST
Right or wrong	CK>LC>SL>ST>RW

One major theme than emerged in the data is the notion that a standard language (CK>LC>SL>ST) is very important to students. Standard English is a highly valued and

prestigious language variety not just for educators or education students but for mainstream society as well (Giles et al., 1987; Lambert et al., 1960; Lippe-Green, McGroarty, 1996; 1997, Pinker, 1994; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976). For this reason, there is a demand or value, coded (CK>LC>SL>ST>DVS), for this variety to be the only variety that is acceptable in classrooms. I came across countless data to support this code. I even found several write in clarifications on the pretest/posttest questions. For example, there were four times when clarifications such as “but not in the classroom” was added to a pretest posttest attitude question. The demand and value for Standard English can be seen in the following text segments presented below.

(CK>LC>SL>ST>DVS) I agree with your points on this. I feel that we have to acknowledge this children's (sic) language and they should be able to speak it when they are at home, or with friends in causal setting. I don't think that is wrong in the least. I think that is what Baker was trying to point out was that we can nurture this language without exactly promoting it. Still reinforcing the standard for their success in life (sic). There is room for both, it just depend(s) on the setting.

(CK>LC>SL>ST>DVS) I also agree with what you said about the Filmore and Snow article. I too think that people's differences are what make them interesting. I too feel that we have to focus on Standard English but there is room for their culture as well.

(CK>LC>SL>ST>DVS) I strongly agree with the statement that the speaking of clear and definite english (sic) should be taught and promoted in schools.

Proper language. To many, the standard is the “proper” language

(CK>LC>SL>P) form that should be valued over all other varieties, especially in the classroom. Consider the following text segments:

(CK>LC>SL>P) The theory Judith Baker is talking about is a well thought out theory. Everyone has culture in almost everything they do. The culture amongst friends, colleagues, family members, etc will all differ in some way. The culture that needs to be recognized the most is the American culture. There is a proper way to speak, dress, and overall communication within American society. While it is important to have a sense of culture from one's heritage, communicating within American culture is even more important inside the classroom.

(CK>LC>SL>P) In reference to page 17 in discussing BEV (Black English Vernacular), I believe that it is important to the African-American culture to be able to use this form of English. Just because it is not the "norm" in society, doesn't mean that it should cease to exist. However, in my classroom, I believe that the students should learn more formal and Standard English. In school, we are taught specific rules for English such as proper grammar, parts of speech, sentence structure, etc. Everyone should learn to speak and write this way, also. I'm not saying that you should speak and write like this all the time, because it is important to preserve your culture and the way you speak with family or friends; but when speaking in public, it is best to speak formal English. For lack of

another term, it makes you seem more educated when speaking formally in public. We have all been in school at some point in our lives, and we know that formal English has been taught in our English classes. When using these rules of formal English, you get your point across and you seem to be educated on what you have to say. For example: In writing this essay, if I were writing "Idk a/b all ths stff n Im jus tryn to get a gud grade," some people may not understand what I'm saying. However, that's how many people now type in text messages. It's all about the proper time and place for speaking. When in an informal setting, I believe that you should be free to speak however you wish. But in a more formal setting, I believe that it is important to teach students to speak properly; speak the way that we are teaching English in school.

(CK>LC>SL>P) Articles 1 and 2 dealt with speaking different dialects, or "improper english" (sic), in the classroom. After reading article 1, I have a slightly more leanent (sic) outlook on allowing students to speak in a language that is more familliar (sic) to them. However, the importance of being able to use standard english (sic) cannot be underestimated. So how do you find the balance between teaching "proper english"(sic) and allowing your students to speak in a way that might make them feel more comfortable, and therefore apt to learn? As someone going into secondary level english (sic) education, I feel the relevance of this problem perhaps more than most.

The first student comment describes the importance of students learning as well as schools emphasizing the "American culture" as the "most" important. This goal of

preserving the American culture has been prevalent in education as well as in greater society throughout the history of the country (Crawford, 1992; Del Valle, 2003).

Historically, this “Americanization” attitude has been more highly prevalent when the country feels itself under some kind of attack or is engaged in war (Crawford, 1992; Del Valle, 2003). During the past several years this attitude has again risen in popularity due to terrorist attacks and the various wars and conflicts in which the country is currently engaged. In addition, political rhetoric against illegal aliens has also caused this type of “Americanization” sentiment to rise.

For these reasons, it is not surprising to see comments in the data about the importance of “proper” English. The pilot data also contained several comments regarding the importance of preserving American culture as well as making sure that all students are “Americanized.” For education, these attitudes are problematic because despite the rhetoric, there is little evidence that the US culture is in danger of fading away. In reality, the opposite appears to be happening and English language learners attending public schools are actually assimilating into our culture at ever faster rates than in previous generations much to the dismay of parents who mourn the loss of their own culture which becomes less a part of their children’s lives (Aizenman, 2008). The concern that English language learners will not assimilate into the US culture is exaggerated. In fact, this fear of other cultures and languages is exactly the type of attitude that leads to destructive school policies, such as the brutal deculturalization of the North American Indians (Crawford, 1992; Del Valle, 2003).

The second comment describes what the student feels is the appropriate context for “formal” language and nonstandard dialects such as BEV. The importance of home

culture is not to be forgotten but instead relegated to certain contexts. For this student, formal rules of grammar should be taught because “it makes you seem more educated when speaking formally in public.” For this student speaking “properly” or “formally” is the best method to sound educated. In addition this student states that “when using these rules of formal English, you get your point across and you seem to be educated on what you have to say”. Again, speaking in this “formal” and “proper” way is the best way to get “your point across” because sounding educated will make you more credible.

Of course, terms such as “properly” or sounding “educated” are nothing but language attitudes that give an indication of how the holder of these views feels toward speakers of these stigmatized varieties (Giles et al., 1987; Lambert et al., 1960; Lippe-Green, McGroarty, 1996; 1997, Pinker, 1994; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976). For education, such language attitudes can translate into evaluations of students based on dubious notions about language (McGroarty, 1996; McKay, 1991; McKay & Hornberger, 1996; McKay & Wong, 1988; Taylor, 1983; Trudgill, 1975; Williams, 1976). The student also states, “I believe that it is important to teach students to speak properly; speak the way that we are teaching English in school.” This sentiment that students should “speak the way that we are teaching English” is strong among educators but fundamentally ignores the fundamental difference between writing and speaking (Lippe-Green 1997, Fillmore & Snow, 2000).

Learning formal grammar rules for any language may enhance written language skills but there is a plethora of research to suggest that learning grammar rules will have little affect on pronunciation or speech (Fillmore & Snow, 2000; McGroarty, 1996; McKay, 1991). According to Lippe-Green (1997), education standards often specifically

talk about teaching and learning writing skills at the expense of spoken language skills. Furthermore, English is the only language used in most schools especially mainstream classrooms, so any examination of the English language structure is very important especially to monolingual students who might never get to examine another system of language besides their own. The demographic survey information clearly confirms that less than half of these pre-service teachers have studied another language besides their birth language.

The last text segment reiterates many of the notions from other student comments including the idea that “proper” language is highly valued but that the home language should still be “allowed” at times in the classroom. There seems to be a change in attitude by this student with regard to the use of nonstandard language in the classroom but then this change causes an internal conflict. The problem comes for this student when trying to figure out what type of balance could be struck between the two forms of language with regard to their classroom use. Balancing these languages in the classroom is a common conflict for those who seem to be changing their notions about what types of language might be appropriate for the classroom. Since they are just beginning to accept a nonstandard variety as a legitimate language form, the idea of allowing such a form in the classroom may be threatening to the control the educator might feel he or she has over the classroom.

Standard as threat. According to Lippe-Green (1997), the messages and opinions given about the Standard variety can be interpreted as a threat of failure. For example, the message is that speakers who do not conform to an accepted variety will be kept from educational, economic, and social opportunities. This threat of failure in greater society

was seen in the data, and was coded as (CK>LC>SL>ST>SST). The threat of failure can be seen in the following text segments presented below.

(CK>LC>SL>ST>SST) When communicating in society, wether (sic) English is your primary language or not, you must be able to communicate in English well. I am not saying because society views speech in this manner it makes it right, but rather understanding these demands.

(CK>LC>SL>ST>SST) The correct way to handle language differences in the classroom is to accept them. It is also very necessary, however, for teachers to introduce students to Standard English, which is used in textbooks across the country. Without the knowledge of Standard English, it is virtually impossible for students, regardless of speech and cultural background, to succeed in higher level courses. I also agree with the following statement you made being, "While it is important that all students learn a common language, such as Standard English, so that they can communicate with one another, it is of extreme importance that we respect all types of dialects and different ways of communication." I will definitely strive to respect all cultures when I become a classroom teacher. Yet, I will also expect my future students to do their part to speak in an educated manner while inside my classroom, and I will do my best to make my future students understand my reasoning for doing so. I will try to instill the belief in them that they will need to learn a common language in order to effectively and respectably communicate throughout their adult lives.

(CK>LC>SL>ST>SST) The downfall lies with what is acceptable to our culture as a whole is speaking standard English. Employers, universities, and basically the people who allow you to get ahead in life are not interested in those who do not speak "properly" and hold the same bias as those who find nonstandard English speakers as ignorant (sic) and uneducated.

(CK>LC>SL>ST>SST) I feel on some level that school, especially English class, is almost a finishing ground for the professional face you will give to the outside world (potential employers, college recruiters and by allowing students to just cast those teachings aside and stick to their native dialects and customs it is giving them permission to fail in the professional world.

(CK>LC>SL>ST>SST) Formal English is the English used in schools, in literature, and in some homes. It is the English of the business world and needed to succeed in higher education and careers.

(CK>LC>SL>ST>SST) It is also very necessary, however, for teachers to introduce students to Standard English, which is used in textbooks across the country. Without the knowledge of Standard English, it is virtually impossible for students, regardless of speech and cultural background, to succeed in higher level courses.

Just as Lippe-Green (1997) predicted, threats that employers will not hire a nonstandard speaker or that colleges will not accept these speakers into their programs are common themes within these texts.

The idea that employers or educators will consider nonstandard speakers as “uneducated” or “ignorant” are used as justifications to reject the use of the nonstandard variety. Worse still, the use of these stigmatized varieties is seen as giving “permission to fail” to the users of these varieties. Certainly, these attitudes are nothing new and are wide-spread with regard to the use of stigmatized varieties (Giles et al., 1987; Lambert et al., 1960; Lippe-Green, McGroarty, 1996; 1997, Pinker, 1994; Ryan & Giles, 1982; Taylor, 1983; Trudgill, 1975; Williams, 1976). Moreover, these attitudes of the greater society are certainly practical concerns for teachers to consider. No one can deny that speaking a mainstream variety of the dominant language can gain a person access to worlds and opportunities that they might not have without it. On the other hand, many successful nonstandard speakers of English also come to mind such as basketball players like Shaquille O’Neal. This person has been on numerous talk shows and in movies and has even written books. From this one example it appears that money can overcome negative attitudes about stigmatized language varieties opening up opportunities many would have argued Mr. O’Neal could never achieve.

Right and wrong. Another theme within the data was the idea of “good” or “bad” language or a “right” and a “wrong” way to speak. Consider the following text segments that show how students made sense out of the “right” and “wrong” notions of language use:

(CK>LC>SL>ST>RW) As educators we are first and foremost here for children. We are here to develop their minds, teach them how to solve problems, and show them the best way to get where they need to go. Children from all different cultures need to understand the right way to communicate the English language in society.

(CK>LC>SL>ST>RW) Fillmore and Snow affect my ideas and attitudes about language, culture, teacher and learning in a few ways. First, the first point made in Fillmore and Snow is that teachers are communicators, and as communicators they must realize that diversity in language is not only acceptable but inevitable. There are so many different cultures in American schools with so many diverse backgrounds that many students will speak differently from myself. Not only should they not necessarily be corrected, but it is part of their culture and correction of “poor” or “bad” English may make the students shy away from the classroom.

(CK>LC>SL>ST>RW) Today in class there was talk about speaking in society and that what situation you are in is how you are perceived. If you are in a formal environment, you need to talk more gracefully or if you are with your friends how you talk doesn't really matter. So I was thinking about what everyone said and I have a question. If our way of speaking, or the "right" way of speaking depends on the situation that we are in, then as an educator how do we teach our students the "right" way of speaking? Do we teach them in an educational format or a

business like setting? What is the right way in a classroom to speak and how do we teach children to speak properly for all their years to come? What does everyone else think? I just wondered if their (sic) a "right" way or just a broad, general overview of all the ways to speak.

(CK>LC>SL>ST>RW) I totally agree! I think one should speak properly. I too, believe that by the way you speak (sic) shows status. I also believe that it is okay to talk slang with your friends, but when writing papers for school or interviewing I feel one should speak properly. For example, today at work we had a gentlemen drop off an application to work but he did not ever spell things write (sic). He wrote his application like he was talking or writing to his friends about applying. For example he worte, (sic) "u" instead of "you." He might not know how to fill out an application properly but still, he should know to spell out a word. I just think people need to learn what is the right and wrong way of speaking.

The first text segment argues that the goal of education for students is “to develop their minds, teach them how to solve problems, and show them the best way to get where they need to go.” Understanding “the right way to communicate the English language in society” will accomplish these goals. The second speaker comments on the vast diversity that exists in the country’s schools and the idea that “diversity in language is not only acceptable but inevitable.” The idea that language diversity is an “inevitable” occurrence is important to accepting language differences. Likewise, the student dismisses the use of constant correction because using such methods may indicate a lack of acceptance of nonstandard varieties. In addition, this comment links the idea of labeling certain

language varieties as “poor” and “bad” language as being detrimental to the student. Such labels “may make students shy away from the classroom.”

The third comment begins to question the idea of context and the “right” way to speak as well as issues of allowing nonstandard varieties in the classroom. Pre-service teachers want to know the “right” way to speak and how this “right” way can be taught. These may be questions that they never wrestled with before and they now see that language is connected to classroom management and student learning. However unrealistic, they are questions that the student hopes will have one right answer that they can then apply to all situations. However, these are the types of questions I hoped the language unit curriculum would provoke. When one simple answer cannot be easily found, students can then begin to see how the complicated issues of language use can affect their future students and classrooms.

For the next student, context is everything. Using “slang” is fine for friends but in writing and speaking a person should speak “properly.” This student gives an example of a person who filled out a job application but failed to spell out words on the application but instead used abbreviated usages of certain words. This usage by the applicant is a mistake that is not to be tolerated and could be corrected if the person only learned the “right” way to do things. I find it very interesting that this student does not hold himself or herself to this same high standard with regards to the Discussion Board entries as he/she uses “write” instead of “right” as well as modeling various typos or misspellings.

Clearly holding themselves to different standards with regard to their own writing or speaking is commonplace in the data from the DB forums. Even English majors model multiple syntax and spelling errors. That is, they tend to condemn the very errors that

they exemplify in their own writing or speaking. This phenomenon can be looked at in various ways. For example, I was not the lead instructor for the class but instead only taught for four weeks in each section. Perhaps the students did not take me seriously enough to take the time to edit their postings. On the other hand, the DB application available during the semester that I taught this unit may not have included a spell check option. Therefore, students would have to use a Word document, use spell check from that application, then copy and paste their comments to the forum. In addition, the DB application provided students with a small dialogue box to post comments. Using the dialogue box alone would make it difficult to spot errors in writing. Also, the students might not consider their own mistakes as the same category or severity that they see in other people's writing. In any case, it does seem to show a certain lack of self awareness with regard to reflexive language use.

Continuing the theme of how to balance various language codes in classrooms, further comments examine the teacher's role. Consider this text segments about the "right" and "wrong" notions of language use:

(CK>LC>SL>ST>RW) (CK>LC>SL>FAV) In this reading I feel that teachers should understand that there are different languages that we speak everyday. And when you are talking or teaching a child you should be very careful and understanding to there (sic) background and not stop them every time they say something that is not right in the english (sic) speaking language. Who are we to say that it is wrong in the way they are talking. We are here to teach them our way, but who is to say that that is the right way. We should be open to all languages and the way they are spoken, because we could learn something from

them and not just them learning from us. And the final most important thing is that you never want a child to stop talking to you because of the way they speak or pronounce words.

The student expressed the importance of having an awareness of language variety is to educators by observing that "teachers should understand that there are different languages that we speak everyday." This student has a strong understanding of language choice in education when she claims that "we are here to teach them our way, but who is to say that that is the right way." She also makes an important point that constant correction of a student is not an appropriate strategy and can result in a student refusing to talk to you. In addition, this student has great insights into many sociocultural aspects of language and education when she states, "because we could learn something from them and not just [them] learning from us."

Pre-service teachers often expressed a strong valorization of the standard variety over all other varieties of English. This valorization can negatively affect attitudes toward stigmatized varieties and keep educators from allowing stigmatized varieties in the classroom. On the other hand, many pre-service teachers expressed acceptance of allowing stigmatized varieties in the classroom and what types of pedagogical choices they might make such as refraining from constant correction of stigmatized variation.

Pedagogical content knowledge

The second major category was named *pedagogical content knowledge*. This category was created to mark ways students connected the curricular content with education, teaching and learning. For this study, I used sixteen separate codes. Table 24 shows the pedagogical content codes and their abbreviations.

Table 24: Pedagogical concept knowledge codes

Code name	Code abbreviation
Pedagogical concept	PC
Student learning	PC>SL
Fears/anxieties	PC>F
Finger pointing	PC>FP
Care for students	PC>CS
Disregard for students	PC>DS
Classroom observations	PC>CO
Faulty pedagogical concept	PC>FPC
Teacher education	PC>TE
Teacher ability/responsibility	PC>TAR
Importance of diversity	PC>ID
Dismissing the importance of diversity	PC>DID
Curricular idea	PC>CI
Student/teacher communication	PC>TSC
Gate-keeping tests or rules	PC>GK
Lack of resources	PC>LR

Student learning, curricular ideas, and communication. Understanding how student learning (PC>SL) takes place is fundamental to becoming a skilled educator. The following text segment represents a student's understanding of this process:

(PC>SL) Parents and educators must recognize that children actively attempt to understand their world through their own language and culture. For this reason, children learn best when they acquire skills in a meaningful context. Identifying what children already know and building on their prior learning, regardless of language, will help promote an environment that engages all children in learning. This student has eloquently described the sociocultural perspective as well as the constructivist approach to learning. The student discusses that "children actively attempt to understand their world through their own language and culture." In addition, the student talks about acquiring "skills in a meaningful context" and "identifying what children already know and building on their prior learning".

Students connected the material in the language unit with a curricular idea or activity (PC>CI) for the classroom. Consider the following text segment:

(PC>CI) I think sometimes students writing would be much more creative if we would let them use a little bit of their cultural dialect when composing. We should make students aware of what is proper use of our dialect in papers. If we have our students doing a creative writing assignment or just creating a fictional story; that would be a perfect time to let them use their home dialect.

The student considers using the dialect as "a creative writing assignment or when "creating a fictional story." The use of the dialect for creative assignments has been suggested throughout the literature (Delpit & Kilgour, 2002; Farr & Daniels, 1986; Fillmore & Snow, 2000; McGroarty, 1996).

Another important issue for the language unit was to emphasize how learning information about language can aid in better communications skills. Communication skills are essential for educators. Consider the following text segments regarding student and teacher communication (PC>TSC):

(PC>TSC) Language barriers between students and teachers is (sic) a very real problem that exists in urban schools. Many of these immigrants come into America due to presecution (sic) or financial hardship, and end up in cities where it is cheaper to live. Urban schools hold the majority of minority children and many non-English speaking children. The problem with this is that the majority of teachers are not of ethnic decent and are primarily white, but they are responsible for teaching children of different races and that may not speak English.

The student talks about the types of schools and areas in the country where immigrants

and minority language children have typically gone. However, immigrants and language minority children are reaching every state (Dieker, Voltz & Epanchin, 2002; NCES, 2006; Ohlemacher, 2006).

(PC>TSC) I agree with your response. Today's classrooms are filled with such diversity. Teachers need to be able to communicate with students, parents and their colleagues. They also need to be understanding of their student's different backgrounds. I think it is beneficial when students are exposed to different cultures besides their own.

Another pre-service teacher realized that how an educator communicates with a student is as important as the message that is communicated.

(PC>TSC) I have a friend who was a second grade teacher in East St. Louis and she would tell me stories all the time about how the kids would use words that she did not understand or that were not an appropriate part of the English Language (sic). She would make them get a dictionary and look up the inappropriate word they used and if it wasn't in there, they were not allowed to use the word in her classroom anymore. I thought that was a great idea and something that I would use in my classroom until I read this article. One thing that I did not think about before was that this is their culture that is really important to them because it comes from their family. (PC>TSC) (Same student/different post) I mentioned a friend who was a second grader in East St. Louis and when her kids used words that were not "proper English", she would get mad at them. I learned that instead of doing that, we as teachers should embrace their culture and their language if it

is something different than ours and try to understand it instead of telling them they are wrong.

Pinker (1994) described the language mavens not as experts on language but experts on prescriptive rules that "make no sense on any level" (p. 385). An educator with a language maven attitude has the ability to negatively affect the education of language minority students (Delpit & Kilgour, 2002; Lippe-Green, 1997). After all, AAVE is an important part of the English language, has contributed to the development of American English, and will continue to contribute to the development of the English language (Labov, 1972b; Holloway, 2005).

At first, the friend's technique of making the children get a dictionary to identify usable words was perceived as "a great idea and something that I would use in my classroom until I read this article." The student came to realize that limiting word choice was also limiting the students' "culture that is really important to them because it comes from their family", adding "(W)e as teachers should embrace their culture and their language if it is something different than ours and try to understand it instead of telling them they are wrong." Indiscriminate censoring of words and concepts in the classroom seems counter to educational purposes and goals.

Pre-service teachers began to link the linguistic information with its role in education. Communication between students and teachers was seen as one of these connections. Pre-service teachers also began to link how students learn with the language unit material as well as developing classroom ideas.

Finger pointing and gate-keeping. The following text segment represents the only example of finger pointing (PC>FP) that was coded using this data set.

(PC>FP) In this article I agree that codes can be helpful in the classroom, especially with the children of minorities. But I do disagree with the author when he stated that minority group children do not do as well as their peers because the teacher is in the majority group. I think that other factors such as their parents being a minority and having language barriers cannot help their children at home is a bigger fact in the problem than the teacher not being a minority race. I also thought it was interesting in the article the correlation between grades and proper language requirement. I also thought it was eye opening to see that they (sic) more the students were corrected they (sic) more they used their dialect and their reading was affected by this. I think what the article stated is true that minority and poor children start out knowing less than (sic) their peers in terms of writing, reading, and etc. This leads back to my original comment about the parents and the effect this has.

This student dismisses the ideas from the Fillmore & Snow (2000) reading that teachers from the majority group have trouble addressing the educational needs of minority students: "I do disagree with the author when he stated that minority group children do not do as well as their peers because the teacher is in the majority group." Instead the student points to "other factors such as their parents being a minority and having language barriers cannot help their children at home is a bigger fact in the problem than the teacher not being a minority race." While the student found it "eye opening" that minority students used their dialect more when constantly corrected which affected their reading, the student was not persuaded that the increased use of the dialect indicated a social problem between teacher and students. Alternatively, the student used the idea

from the article that "minority and poor children start out knowing less than their peers in terms of writing, reading, and etc." to justify the claims about parents being at fault for educational failure.

The idea of gate-keeping (PC>GK) tests to measure student progress or keep other students from educational opportunities was interpreted in different ways. One pre-service teacher found gate-keeping tests to be distasteful. Consider the following text segments:

(PC>GK) But then I have to disagree with parts of it as well. It stated how teachers had to go through a speech test to receive (sic) their certificate and if they had any slurs of their native language, they wouldn't pass the test. I can see where we would want teachers that we can understand but wouldn't we also want teachers who are unique in their own ways and contribute just a bit differently to the world. Just a thought.

The student finds the idea of teachers having to take "a speech test to receive (sic) their certificate" as a process to reject "teachers who are unique in their own ways and contribute just a bit differently to the world." The student recognized that language differences are not deficits, that these differences allow individuals to contribute to society in unique ways, and that a loss of these individuals as teachers would be a detriment to education in general.

It is common to blame the minority parents for the lack of academic achievement of their children. Socioeconomic and historic factors are often not taken into consideration by educators. These socioeconomic and historic elements should be explicitly explained to pre-service teachers in order to lessen these types of associations

that can lead to negative attitudes. Gate-keeping tests that are rejected or considered unjust by pre-service teachers reveal more positive attitudes toward variety.

Care of students and classroom observations. The students found many ways to express their concern for students using the readings and school observations to express their points. The following text segments represent care for students (PC>CS) and a classroom observation (PC>CO):

(PC>CS) (PC>CO) My time in the classroom has been limited, but I agree that it seems that the “permission to fail” is quite common. Sitting in the teachers lounge I heard a lot of “oh well, he’s been difficult since day one” or “She comes from a poor family.” If the teacher is making excuses for the child, then that gives that child the power to continue down that road of excuses and allows the child to fail. That victim mentality is not what the school system should be promoting, far from it...I think one of the key things that I saw in the example of the teacher in California, was bringing “life” into school. If school is a way of social reform, why not bring social concepts/social life into the school to help teach. It seems only logical, but I don’t think it is necessarily something practiced very often.

(PC>CS) (PC>CO) At Twillman, over 90% of the students receive free or reduced lunch. The school also provides free breakfast for each student. I think this is very important because it gives the students the energy they need to concentrate and learn. The teacher in the article also had study days where she would order pizzas with the students. She developed a sense of family with the students that some of them possibly hadn't previously experienced. It is very

important to find ways to show students that you care and are genuinely concerned with their success. I believe once students feel accepted in the classroom, they are more driven to work hard.

(PC>CS) I really like what you said about being aware of other cultures and having respect for them. I totally agree. We have to respect the way everyone speaks. Just because some of us know how to speak formally as well as informally doesn't mean we should look down upon those who don't know how to speak formally; i.e. ESL people.

The first student related the Ladson-Billings (2002) reading to a school observation where teachers expressed their views about the students using teacher quotes such as "Oh well, he's been difficult since day one" and "She comes from a poor family." The student interprets these remarks as the teacher "making excuses for the child" giving "that child the power to continue down that road of excuses" allowing "the child to fail." The student goes on to call this type of teacher talk as "a victim mentality" that "is not what the school system should be promoting, far from it." The student suggests bringing "social concepts/social life into the school to help teach."

The second student also describes a school observation in a school that "provides free breakfast for each student." The student points out the importance of providing "the students the energy they need to concentrate and learn." Bringing a pizza developed "a sense of family with the students." The student brings up another idea when stating that "once students feel accepted in the classroom, they are more driven to work hard."

The last student uses the terms "respect" and "being aware" of other cultures. The student also talks about respecting the variety in language particularly speaking "formally" and "informally." These varieties can be classified as functional variation since these varieties are used in specific social contexts. The student describes these two contexts and then argues that teachers should not judge "ESL people."

Having a care for students is a fundamental quality that all educators should have. Pre-service teachers, who expressed a care for the students, reveal positive attitudes and a determination to work for all students' achievement. Coming to see language variation as an aspect to be respected can support attitude change toward stigmatized varieties of English and languages other than English.

Fears and faulty pedagogical concepts. Some students have trouble connecting the language information with teaching and learning. The following represents a faulty pedagogical concept (PC>FPC) by students:

(PC>FPC) I do have to agree with [what] you say about the teachers who have an ethinc (sic) tongue. In a foreign language class, it may be neccessary (sic) to have a teacher that speaks a native tongue. If the teacher does not have an accent, do the kids really get the full experience of learning the lanuage (sic).

(CK>LC>FPC) Evidence of insufficient language can be seen in the second grade classroom that I am observing. Several of the students are below their average reading level and are struggling to catch up.

In the first text segment, the student assumes that only a native speaker should teach in a foreign language class. The student questions whether "the kids really get the full

experience of learning the language" if the teacher is not a native speaker but describes such a teacher as having "an accent." When discussing the type of accent that the teacher would have, the student most likely means that the teacher would have an accent when speaking English. For this student, having an accent in the target language would be the problem for learning. These notions of accents and their importance to language teaching are attitudes that have no influence on the effectiveness of the instructor (Hammer & Blanc, 2000; Lippe-Green, 1997; McGroarty, 1996); they show no distinction between pedagogy and language use.

The second text segment equates evidence of insufficient language with insufficient literacy. Again, a student is confusing the difference between writing and speaking when combined with pedagogical concepts.

Students also express their fears and anxieties about teaching. The following quote represents the fears of students (PC>F) with regard to how to use the information in the language unit:

(PC>F) My main frustration with this instruction has been: How do I promote home language while encouraging fluency in standard english? I have come to learn how standard english can be an obstacle (sic), but I'm not sure how current cirriculum (sic) will allow me to acomplish (sic) this without the ire of administrators.

(PC>F) I agree I really liked in the article how Carter really tried to understand how to reach the students. Although it was not necessarily easy for him to relate to the students or vise versa he didn't give up. One thing I am a little nervous to

face is when I come in contact with students that aren't interested in the subject and do not really care to learn it. From this article Carter gave me an idea of how to reach students in that situation, get to know the students and what they like or are interested in. I think sometimes that will cause breaking down some culture barriers between the student and the teacher.

PC>F) The idea of "demanding success" was very positive in this article, but I felt overwhelmed as a future educator. Can someone be taught how to teach in that way or is [it] something innate?

Students express their fears and anxieties about becoming an educator using such terms as "frustration" "nervous" and "overwhelmed." The frustration comes from trying to interpret and adapt the information in the language unit to the classroom without aggravating "the ire of administrators" as one student put it. Also, trying to balance the home language with standard language requirements of the school can be seen as a contradiction and problem for pre-service teachers newly coming to terms with different language varieties.

Another student expressed anxiety about teaching students who may not be interested in education; a third worries that becoming a good teacher might be something that is "innate". The idea that a person is born to be a good teacher is the same type of misconception as being born a good writer. Like writing, teaching is a process that can be improved over time with reflective practice (Schon, 1983). The speaker foreshadows, however, the need for a good teacher to build personal relationships with students in order to learn how to support them within various linguistic frames.

Fears are, no doubt, common for pre-service teachers. With all the linguistic content presented in the unit, students were sometimes left with more questions than answers. More linguistic training and its links to education should be provided for pre-service teachers. Likewise, faulty pedagogical concepts reveal that more language information is needed. In addition, these faulty concepts reveal that some students still have not connected the linguistic material with education. In particular, more information needs to be presented that would clearly show the differences between writing and speaking and how this information is connected to literacy.

Importance of understanding diversity. To understand the application of linguistics to education, the student has to see a connection to diversity. There were several examples in the data. The following text segment represents student understanding of the importance of understanding diversity (PC>ID) in the classroom:

(PC>ID) I agree that this class just opened my eyes altogether although it was a lot to learn in just a little bit of time. I am new in this whole teaching thing so I never really examined areas such as diversity and linguistics and how important they are in the classroom. I have learned so much about diversity that has really helped me with my fieldwork experiences.

There was a large amount of information in the unit to learn and apply. The language unit was a large overview of material. In fact, the information would be enough for an entire semester. Nevertheless, the student admits that she has "never really examined such areas as diversity and linguistics" but that she has "learned so much about diversity that has really helped me with my fieldwork experiences."

Another student discusses the issue of monolingual and monoculture educators teaching a multicultural classroom. Consider the following text segment:

(PC>ID) I think I come from the pool of language speakers that are monolingual in language, dialect, and culture, and I am aware that this may make it more difficult to communicate with non-mainstream speakers and ESL students. Fortunately, there is a solution to every problem. I've read a lot about the importance of cultural awareness in the classroom, and I believe that cultural awareness includes the language and speech patterns of different cultures. Just as different beliefs, customs, and religious practices must be respected, the way in which a student speaks should also be respected. Awareness is the key for using language to help create a more comfortable learning environment. People are afraid of the unknown. If they know more about a culture, they are more likely to respect their differences. If they don't know much about a culture, then they are likely to ride it off as 'strange' or 'weird.' By knowing more about a student's home language, I can communicate more effectively with that particular student and the student's classmates will be more respectful to the student and what was once an unfamiliar, "weird" way of speaking.

This student expressed the importance of cultural awareness including "language and speech patterns of different cultures." For the student, an educator must then learn to respect "different beliefs, customs, and religious practices" and included the idea of respecting "the way in which a student speaks should also be respected" as an example of culture. Most importantly, the student links cultural awareness and language creating "a more comfortable learning environment." Furthermore, the student realizes that by

knowing more about a student's home language, they can communicate more effectively with that particular student. Additionally, the student's classmates will be more respectful to the student and what was once an unfamiliar, "weird" way of speaking.

The student also acknowledges that "people are afraid of the unknown" referring to the "unknown" as an unknown culture. She theorizes that "if they know more about a culture, they are more likely to respect their differences. If they don't know much about a culture, then they are likely to ride it off as 'strange' or 'weird.'" Pre-service teachers who come from the dominant monoculture need to examine issues of diversity the most because they are the least aware and often fearful of other cultures and languages (Delpit, 1995; Delpit & Kilgour, 2002; De Onis 2005; McGroaty, 1996).

For other students who come from a minority culture, the information reinforced personal views and interests in diversity. The next text segment represents the view of an African-American female pre-service teacher:

(PC>ID) I agree the information in Lippe-Green has not really changed my ideas and attitudes about language, culture, teaching, and learning. I still feel the same way. I have always been interested in diversity and learning as much as I can about other cultures. I would also like to teach others about other cultures that I have learned. We live in a very diverse society and in my view, understanding what is around you is very important. Embracing diversity and understanding it has always been important to me.

The student has always been interested in diversity and "learning as much as I can about other cultures." The student recognizes that "we live in a very diverse society and that

"understanding what is around you is very important." She shows a curiosity and willingness to go beyond her own minority culture to learn about a wider world.

Sometimes the importance of studying diversity issues is not immediately realized. The following text segment represents the slow realization of the importance of diversity:

(PC>ID) When we were handed out the flash cards in class and told to find what language each card went with I was confused. Then as I read each article I became more and more aware of the importance of the lesson. I am observing a kindergarten class and all the students are dark skinned. Their home language has such gravitaion (sic) on them. The students all speak differently and by reading the ways other professionals have handled such situations I am so much more comfortable. The school I am at is a 90-90-90 school. It has 90% poverty, 90% minority, and the students are shooting for a 90% overall achievement goal. These kids are so good and it disturbs me to think that they may not get the proper education they need to make it to their graduation. I read a article on MSNBC that is going to follow a group of students from Kindergarten through their senior graduation. It will be interesting to see if some of the gand (sic) languages in LA will be apart of the story MSNBC has. My point is that I have gained a lot of knowledge and it really has made me more comfortable having ways to deal with the linguistic issues we will face.

At first the student was "confused" by a language unit activity but after observing in a school with a high minority population, the student began to gain an understanding of the point of the lesson. The student states that he has "gained a lot of knowledge and it really

has made me more comfortable having ways to deal with the linguistic issues we will face."

Clearly students began to see the importance of diversity to education. As the literature points out, many pre-service teachers have limited experience with diversity. Acknowledging the importance of diversity provides more evidence that attitudes may be positively affected by the information in the unit. Coming to see this information as essential, necessary, and useful can enhance the link pre-service teachers make regarding the connection of diversity information and education.

Teacher education, responsibility and ability. Pre-service teachers often realize that diversity issues in teacher education (PC>TE) are sometimes neglected. Consider the following text segment:

(PC>TE) To answer the question about how different socioeconomic backgrounds can affect student - teacher relationships and affect classroom conduct, teaching and learning, I think that it has proven to cause major problems. We see that in the McDermott-Gospodinoff article when it talks about failing school records in minority-dominant group settings. I don't think that many teachers are educated in this area as much as they should be. I believe that if the teachers in the types of classrooms discussed in the article (sic) were trained to deal with these children, it wouldn't be as much as an issue.

The student points out that diversity training and education might prepare pre-service teachers for the diversity that they will encounter as teachers.

Other themes discussed the responsibility of an educator as well as the ability that an educator has to have. Consider the following text regarding teacher responsibility and ability (PC>TAR):

(PC>TAR) It takes someone with the commitment to help students learn to help those who don't want to learn. I want that for myself when I have a classroom of my own. I will not allow students to stop working on something. I will always make them try and if they still are struggling I will communicate with them to figure out if it was how I taught the concept that was hurting them or if maybe they just struggle with the concept.

The student may be referring to the Ladson-Billings (2002) reading because it was about a teacher who gave up on a child due to communication issues. Pre-service teachers express personal goals and hopes for their future classrooms. This student expressed the understanding that a successful educator "takes someone with the commitment to help students learn to help those who don't want to learn." She then makes a commitment by "not allowing students to stop working on something, making students try, and communicating "with them on something to figure out if it was how I taught the concept that was hurting them or if maybe they just struggle with the concept."

Pre-service teachers revealed commitments to their students and to making necessary adaptation to diverse student needs. In addition, these pre-service teachers addressed the need for teacher education programs to address diversity needs of students. These are positive attitudes that are necessary for educators to have in order to be successful with diverse students.

Lack of resources and practical concerns. The lack of resources (PC>LR) for public school is well known especially in socio-economically depressed areas of the country (Sack, 2004). Consider the following text segments:

(PC>LR) Instead of writing a student off as being disabled, it would great to have the knowledge and know how about disabilities like in these articles. Outward appearances are not always what they may seem! Being able to send a student to a specialist who can determine if something is wrong would be the best option, but what are teachers to do if there is no such specialist in the school? Some students go undiagnosed for a really long time! Other times teachers just let kids flounder in their disability by letting the student go undiagnosed, which hinders future teachers and future classrooms.

(PC>LR) I just don't think that they have effective resources available to them to acquire these linguistic skills appropriately. I think until there is a revision in how ESL programs are run, there will be plenty of English-speaking deficient students in America.

The lack of resources for public school is well known especially in socio-economically depressed areas of the country (Sack, 2004). Resources to pay for speech pathologists or other special education can also be scarce. Furthermore, the money spent on bilingual and ESL programs is always in danger of being cut from a strong lack of desire for bilingual and ESL programs (Crawford, 1992). Due to lack of resources and special services, it is more important than ever for teachers to be prepared to perform multiple tasks.

There is plenty of dialogic evidence to support that the language unit changed how some pre-service teachers perceived language variety. For many, the information in the language unit was new and it took time to connect the information with education. Once connections were made from the readings, school observations, and activities, the information was seen as valuable even as "the most necessary element of education," "essential that as educators we know and understand many of the things we have learned," and "an important part of our language in everything that we do. Pre-service teachers began to use terms such as "acceptance" and "respect" regarding language variety.

With monolingual population one of the first steps is becoming aware of the variety that exists in their environment. Having an awareness of variety could be seen through out the data. Pre-service teachers spoke about AAVE, English variation in the Midwest area, variations in Spanish, among other forms of functional and social variation. Once variations are noticed, variety in language is seen as "natural", "inevitable" and unstoppable. Variation can be seen as "natural in language and good." Seeing that all language varieties are equal can be a powerful message and change attitudes as well. Most significantly, classroom practices can be changed as well as attitudes toward language variety. For example, the practice of "constant correcting" of students is seen as undesirable. Pre-service teachers noted that "you never want a child to stop talking to you because of the way they speak or pronounce words", teachers should "embrace their culture and their language if it is something different than ours and try to understand it instead of telling them they are wrong," and "Not only should they not necessarily be corrected, but it is part of their culture and correction of "poor" or "bad"

English may make the students shy away from the classroom.” These observations support that pre-service teachers did not see constant correction as a means to change dialect variation in students.

One important part of the language unit was to link the information to education. Overall, pre-service teachers made many connections that accomplished this goal. Still, better connections should be developed in the unit material to help students understand the connection with literacy, math, and communication for better connection with students, parents, co-workers, and supervisors to improve learning.

Overarching trends

I identified three overarching demographic factors that indicated how a student might react to the information and the types of language attitudes that they would hold. These trends included gender, class section, and language experience. These demographic factors were identified by frequency of appearance in the data until a pattern was identified.

Gender. Gender was an important factor in determining language attitudes and reaction to the information given in the unit. There were ten male students who expressed their views on the DB forums; five students from the Monday morning class and five students from the Tuesday afternoon class. Six out of ten male students who posted to the DB forums expressed what could be interpreted as negative attitudes toward language variety. In addition, three out of those six male students expressed negative attitudes over multiple postings.

While female students also expressed strong reactions to the material, male students used the strongest language. For instance, a male student proposed that language tests be administered to students as a way to monitor language learning.

(Jacob) There should be a yearly grammatical and speech test that determines whether the student is on target or not for there level. I believe that this would eliminate kids being out of there (sic) normal class setting to see either and ESL specialist or the language teacher at the school, and keeps them in class with us so we can teach them actual curriculum.

While testing students to monitor progress is not a new concept nor a necessarily negative one, a test will not eliminate the need for ESL specialists or other special teachers in a school. The implication is that something is wrong with "special" teachers and that a "normal class setting" is the only place where "actual curriculum" can be learned.

The next student posted four entries that could be interpreted as negative.

Consider the text segment:

(Don) (CK>LC>SL>ST>RW) I understand that children who grow up in different environments and cultures are going to develop different ways of speaking, but I also do not believe that these informal ways of speaking developed in the home are appropriate for any occasion. When the article mentions students becoming confident with one another and having a respect for each other's cultures, that seemed like a great goal for a teacher to have. I do not really believe that it is necessary to take things further than that though. By creating a project where each student analyzes their own way of speaking and coming up with a group demonstration it only encourages informal speaking in a more formal setting. If

proper ways of speaking are not taught and enforced in class, where are students going to learn? Basically, the point I am trying to make is that regardless of whether speaking informal variations of English are "right" or "wrong", in most professional career settings they will be "wrong"--case closed. If two people interview for a job and one speaks eloquently while the other uses slang, swears, and gives off an impression of not being able to communicate professionally, it is obvious who the company will hire.

The student clearly has strong view about the "right" and "wrong" way to speak in the classroom. He seems to feel that exploring and even encouraging nonstandard varieties are not "appropriate for any occasion" and "only encourages informal speaking in a more formal setting." For this student, the classroom is where "proper ways of speaking are" "taught and enforced." Comparisons between and among language varieties whether functional, social, formal or informal have no value. Worse still, according to this pre-service teacher's perspective, students may get the unlikely idea that informal or vernacular ways of speaking are appropriate for a formal situation like a job interview thus setting the person up for sure failure. Appealing to the lack of employment or educational opportunities for non-mainstream speakers of English is what Lippe-Green (1997) describes as a not so subtle threat that speakers must conform linguistically or pay the price.

The same student expressed the following opinions about a successful program designed for bilingual but not bi-literate Spanish speaking students. Moreover, the comment could be classified as the opposite of the caring attitude a future educator

should embrace. The following text segment represents the code called disregard for students (PC>DS):

(Don) (PC>DS) Maybe I'm heartless or just missing something here, but, uh... they speak Spanish. They could not pass Spanish II because they could not pass the grammatical aspects of the course, but somehow their teacher cuts through the tape and enrolls them into an AP class?? Like I said, maybe I am just cynical, but I don't really find any of this all that fair--or remarkable for that matter. I highly doubt an English speaking American student would be offered the chance to skip over several courses and enroll in an AP Spanish course just because he or she has the ability to converse fluently. Lastly, I would hope Spanish speaking students would be able to converse fluently in Spanish. I don't exactly understand the celebration.

One of the main points of the language unit was to show the difference between writing and speaking. Lippe-Green (1997) outlines these differences in the reading for the unit. One difference was the idea that written language is taught while spoken language is acquired naturally. The student missed the "taught" versus "naturally acquired."

Several male and female students discussed that they had witnessed the phenomenon of spoken but not literate fluency while in school. Another student commented, "I remember in school when some Spanish kids in my class did really poorly in Spanish." Another student who posted very early on the forum summed it up this way:

(PC>CS) (CK>LC>RI) (CK>LC>B) The last class we had, we discussed how it's difficult to learn another language when you don't have a strong core of your native language. These students were in remedial ESL classes and could speak

Spanish, but couldn't read or write. Without those tools (in Spanish) how are they supposed to learn to translate those tools/skills over to English? How are they to be expected of this task? The problem was that they weren't. The teacher used these things to her advantage. They couldn't read or write in Spanish, but at least they could speak it. At least they could understand it.

These comments show that many pre-service teachers understood the literacy issues of the Mexican-American students in the article who were illiterate in their home language. Therefore, Don either dismissed his classmate's comments, did not read his classmates comments or failed to connect his classmates' comments with the Lippe-Green (1997) reading which described the differences between writing and speaking.

Furthermore, Don had a feeling that something was not "fair" with the teaching situation because the "teacher cuts through the tape and enrolls them into an AP class." He felt that the Spanish speaking students were given an advantage would not be given to English speaking students. According to Kohl (1994) and Esquith (1999), educators, at time, need to fight against the administrative rules and regulations in order to effectively create positive learning outcomes for students. Language is acquired in a natural social environment. "An English speaking American" could only acquire the Spanish language within a Spanish-speaking speech community or through academic study. If the speaker acquired the language in a natural speech community, then this situation would change this speaker's entire social identity (Grosjean, 1982). If, on the other hand, this student acquired language through academic study of Spanish, then he or she would be literate and need no special considerations.

In any case, Don shows no concern for at-risk bilingual students but instead shows a strong solidarity to the dominant monolingual culture that affects the type of care or consideration he might take with students from a minority language group. He also rejects many concepts provided in the language unit including the differences between writing and speaking, issues of bilingualism, and the dedication, responsibility and the ability educators have to have to teach in ever increasing diverse settings. This pre-service teacher does not seem to express any care for diverse students or the types of actions needed to educate them.

This student was also more likely to understand giving up on a student. Consider the following text segment:

(Don) I can easily understand how teachers can give students "permission to fail". If a student just doesn't try after repeated attempts to help, eventually many teachers will give up. I believe it takes a special type of teacher to have the commitment it takes to reach some students. On the other hand, in relation to language, I can see how some teachers may form the opinion that a student is not worth the effort it would take to get them to do their work.

Future educators must realize that all students are "worth the effort" and giving up on certain students due to language issue cannot be tolerated.

Lastly, this student did not hold back when expressing his disdain for the material and content of the language unit. Consider the following text segment:

(Don) Ok, so now that I have finished the required responses and this forum is given as a chance for me to give an honest feed-back, I will take advantage of this opportunity. I have to say, I am at a loss. I can see the interest of language, and

yes, it relates to teaching to a certain degree; however, I can argue just about any topic's correlation to teaching if I really wanted to. Honestly, I was pretty outraged that our class spent four or five weeks on a topic that only loosely matched our text. I understand that this is not your fault, Maria, so I want to make it clear that I believe you did a fine job in lectures. I just feel scammed because I signed up for classes for my own intentions, not to help out a grad-student. I know I am not alone in these feelings, and I would appreciate it if whoever sets up these graduate programs is made aware of this situation. I wouldn't feel like I paid for someone else's education if I had known at the time of enrollment that I had signed up for a course that would deviate from its objectives for a month.

The pre-service teacher obviously saw no value to the content of the language unit. He expressed “outrage” about the content and failed to connect the material with class stating that the topic “only loosely matched our text.” Again, the pre-service teacher does not relate to the idea that educators must be caring toward the students, dedicated to student learning, and that learning opportunities are not scams (Fillmore & Snow, 2000).

The claims that the unit had deviated from the objectives of the class were not accurate. One main focus of the Introduction to learners and learning class is language. In fact, the language unit uses selected articles from two optional reading books recommended for the class. The language unit also supports six out of ten objectives of the class including the following from the class syllabus:

- Understanding “the factors that support or constrain the development of competent and emphatic human being, including threats to a healthful self concept.”

- Identifying “various theories of development, and their implications for the interaction of nature and nurture in understanding children's development in situated contexts.”
- Understanding “how to support optimal physical, cognitive, social, emotional, and moral development.”
- Identifying “educational implications of this developmental understanding including best practices to help children learn effectively.”
- The fifth objective is “to explore the relationship between language acquisition, cognitive development, identity processes, and school success.”
- The sixth objective is “to compare child development practices in various cultural contexts.”

Overall, the language unit used 4 out of 30 class sessions which was only 13% of the semester.

Another pre-service teacher whose text was previously presented in this chapter expressed strong attitudes about language variation in the United States. Consider the following text segment:

(Daniel) Just because languages are growing like Spanish and "Black English" doesn't validate them. This is America and English is the language. In American society English is what should be spoken. This is another apathetic viewpoint that is making people lose their sense of pride about America. When speaking in public and professional forums English should be spoken. If someone wants to speak their language with fellow speakers of that particular language then so be it.

Just because someone speaks a certain way or "expressed" themselves with their speech does not make it right. What would make this a better country is making people understand that English is the language that should be spoken.

The student states his feelings that two particular language varieties may be growing but that this growth "does not validate them" and that using these varieties "does not make it right."

According to Lambert et al., (1960), Giles & Ryan (1982) and many others these negative language attitudes translate to feelings toward the groups of people who speak these languages. Therefore, Daniel is expressing prejudice toward Spanish speakers and African-American's who speak AAVE. Like Don, Daniel strongly identifies, feels loyalty and solidarity to the dominant monolingual culture. Other languages are a threat to the "American" way of life and make "people lose their sense of pride about America." In this student's perception, "what would make this a better country is making people understand that English is the language that should be spoken."

Like Don, Daniel also missed the point of teaching anthropological skills to learn about language variety. For Daniel, using an anthropological technique is viewed as "apathetic" and is blamed for communications problems between native English speakers and English language learners. This technique represents a failure to enforce the "right" way to speak. Therefore, the comment also represented strong views about the "right" and "wrong" way to speak, coded (CK>LC>SL>ST>RW):

(Daniel) (CK>LC>SL>ST>RW) Whether or not we choose to admit it there is a right and wrong way to speak English. Judith Baker tried to instill in her children that there are not right or wrong ways to speak the english (sic) language. This

apathetic viewpoint is why so many children, where English is not the primary language spoken, run in to problems when communicating with English speaking individuals. I understand culture is what creates "slang" and other terminologies, but it does not mean it is alright to speak in those terms. When communicating in society, wether (sic) English is your primary language or not, you must be able to communicate in English well. I am not saying because society views speech in this manner it makes it right, but rather understanding these demands.

Daniel does not appreciate language variety, gives variety a negative description of "slang" and "does not [think that] it is alright to speak in those terms." Also like Don, Daniel appeals to what Lippe-Green (1997) called a threat to speak a mainstream variety for employment or educational opportunities by stating that "I am not saying because society views speech in this manner it makes it right, but rather understanding these demands."

Another male student discussed variation in terms of minor phonological differences from different geographical areas of the country. Consider the following text segment:

(Greg) With the amount of people in this country speaking different languages I am very surprised that more combining of the languages has not happened. With the article explaining how words are clipped, such as dropping "s" from plurals and others. Almost every culture has ways of saying things. In my travels around the US I have gone to places like Philadelphia where "yous guys" is acceptable speak. In Nashville they don't even pronounce letters in words. St. Louis is the worst. We put r's and a's in places they shouldn't be. Ex. Wash and Forty.

In this country, language differences should be embraced. I like the idea of studying other peoples (sic) languages. I don't have to learn it, I should appreciate it though. Black English and Spanish are growing rapidly and should be respected, not vilified. Maybe if more people would get away from the "English Only" trend and learn to adapt this world would be a better place.

To Greg, regional English variations are mistaken as descriptions of distinct cultures. He states “almost every culture has ways of saying things” and goes on to describe English from Philadelphia, Nashville, and St. Louis. He uses negative terms such as “St. Louis is the worst,” or that people in Nashville “they don't even pronounce letters in words.” While he claims to like the idea of studying other peoples (sic) language,” he doesn’t feel that he “has to learn it” but instead “should appreciate it.” Like Daniel, he feels that “Black English and Spanish are growing rapidly and should be respected, not vilified.” His use of the word “vilified” indicates that this was an attitude that he has heard before, held in the past or even inferred from a previous DB entry like the one Daniel posted. His last statement that “maybe if more people would get away from the ‘English Only’ trend and learn to adapt this world would be a better place” could be interpreted as disingenuous because he may be giving an answer that he thinks I want to hear and not his true feelings.

It is problematic when a student does not understand or make connection with the unit information and therefore misses the point resulting a dismissal its importance. This pre-service teacher also seemed to miss the point of the language unit. Consider the following text segment showing an example of dismissing the importance of language knowledge (CK>LC>DILK):

(Greg) (CK>LC>DILK): There were parts of the lecture though that I would be sitting in class and no offense to you but I would be thinking to myself when will I ever need to know any of this to teach my students in the future, but it was still a very effective lecture none the least (sic).

Like Don, Greg did not make a connection between the information in the language unit and education. Unfortunately, this student could not seem to make a connection to the material with teaching students when he says "when will I ever need to know any of this to teach my students in the future." This comment was the only one to outwardly dismiss the material and its connection to education.

While many students came to the conclusion that constant correction was not a positive technique to use with students, this pre-service teacher expresses another viewpoint. Consider the following text segment:

(Mark) I can't count how many times I correct people on their speech.(sic) For me it comes from my parents always drilling me and picking on everything I said. Now I do it to everyone else. For example my girlfriend always says warsh instead of wash among many other words, it drives me crazy. I also had a friend from another state. They came from Kansas and due to thier (sic) speach (sic) I originally before knowing them labled (sic) them as stupid back country people. Besides that they tried correcting me even though my speech (sic) is domminate (sic) here. An example of that is I said soda like everyone else, and they insisted that it was pop.

Mark admits to correcting "people on their speech (sic)," stating that "now I do it to everyone else." He also admits that his girlfriend's use of a minor regional variant drives

him crazy. He also labeled speakers of another regional variety as “stupid back country people.” He believes that his own language variety is somehow superior or dominant to other regional language varieties.

Not understanding the importance of studying language diversity can affect attitudes regarding appropriate language in the classroom. The following text segment represents dismissing the importance of diversity (PC>DID).

(Walt) (PC>DID) Being able to speak Standard english (sic) is very important. i (sic) have read some post where people think that students should be aloud (sic) to speak however they wish as long as it is english (sic) there already are rules for the use of language in the classroom. slang and improper words should be equally frowned on. [T]he only person this can hurt is the student who thinks that slag (sic) and improper english (sic) can get them somewhere in life othere (sic) than the street life. i (sic) disagree with the idea of article 1 in that a students (sic) own vocabulary should be favored in the classroom.

Like the opinions of Don and Daniel, Walt feels that nonstandard varieties of English have no place in the classroom. These nonstandard varieties may “hurt” the students leading them to a life on the streets. Again, Walt’s comments represent threats that use of nonstandard varieties will result in no opportunities for the speakers (Lippe-Green, 1997). In addition, comments that link a certain language variety with “the street life” are making moral judgments about language and can be damaging to how minority students are viewed according to the diversity literature (Delpit, 1995; Delpit & Kilgour, 2002; Fillmore & Snow, 2000; Godley et al., 2006). More importantly, these types of

moral judgments are attitudes that have no connection any language variety (Bruthiaux, 1992; Cooper, 1989; Giles & Ryan, 1982).

Differences between men and women have been widely discussed in popular media. And these differences in language use by gender seem to come into play with regard to language attitudes. Male students, in general, expressed the majority of the negative attitudes toward language variation. Either men have stronger, more negative attitudes toward language variation than women or women show more restraint in expressing those negative attitudes. Clearly, the women in the study did express negative attitudes when they were involved in finger pointing and certain standard language attitudes that valued the standard over other varieties. However, the women often used softer and less direct language than the men while expressing similar attitudes. Nevertheless, there is great value to having these attitudes expressed in a classroom setting where they can be addressed by the teacher-educator.

Class section. During the implementation of this unit, I observed that the Monday morning group seemed to be more resistant and less attentive to the information in the language unit. I observed that the class was quieter than the other groups. They tended to be slower at getting into groups, and it was harder to start a class discussion than in the other groups. An exploration of the DB forums seems to substantiate these observations with regard to the males in the class. For example, four out of five male students from the Monday morning group expressed negative attitudes including posts from Jacob, Don, Daniel, and Greg. In comparison, two out of five male students in the Tuesday afternoon class expressed negative attitudes toward language variety including posts from Mark and Walt. Of those two male students from the Tuesday afternoon group, Walt expressed the

strongest attitudes believing students are "hurt" by nonstandard variety use in the classroom. Neither student in the Tuesday afternoon class, however, had multiple postings expressing negative attitudes. In contrast, two of the four students from the Monday morning class posted multiple DB entries expressing negative attitudes.

Expressions of negative attitudes were not limited to only male students. In addition, one female student expressed a failure to connect the material with her future teaching. Consider the following text segment:

(Emma) I will not be teaching my students to write, so overcoming their difficulty with literacy is not a problem. The only problems I will have are speech and culture issues, and the possibility of not being able to distinguish between a 1 and a 7 in student work. I saw most of the reading as tedious and repetitive and a lot of it as a waste of my time since a vast majority of it is about literacy and teaching children to write, read and speak. If you can show me how I will be able to use the ideas from an article like Ch. 6 The Educational System in my high school algebra lessons, then I may revise my opinion. But at the moment I feel like I wasted a good portion of my time reading information that will never really be relevant to my classroom or that I wouldn't have been able to pick up from a source that is more geared towards math education.

This pre-service teacher plans to be a math teacher and since most of the readings were about literacy, Emma has trouble seeing how the information could be a benefit to her. She states that she may have some "speech and culture issues" but does not seem to think that speech and culture issues will be that difficult to overcome. Also, she states that she may have some literacy issues but only in the case of "being able to distinguish

between a 1 and a 7 in student work." Emma seems to indicate that distinguishing numbers in student handwriting will be her problem alone and does not seem to understand that the student may have perception problems as well. For example, she may have a student who has learned a literacy system like the Arabic system whose numbers are written quite differently than the system that English Speakers use. She does offer a useful challenge to me when she states that she thought the readings were tedious and that time was wasted.

The criticisms about the readings for the unit did not stop with one entry. Emma posted another entry later on the fifth DB forum. Consider the following text segment:

(Emma) Many of the articles had great points in them, but often tended to get incredibly repetitive. I also felt like many of the articles were way over my head, which made a lot of the content hard to understand and learn from. This unit on linguistics has been interesting. Honestly, I think it is a rather boring topic... Overall, I know I learned a lot that will be useful in my teaching career. I still feel that the unit was extremely excessive and way too in depth for its purpose. If it would be a full semester class on linguistics, I would have a different opinion, but for only having a month of lecture to learn all of the basics I found the content quite ridiculous.

Emma criticized many aspects of the unit. Word choices like "extremely excessive" and "ridiculous" were stronger than other female students but maybe not as harsh as Don's word choices like "outraged" and "scammed." At first, Emma softens her criticism by stating that "the unit on linguistics has been interesting" but then mentions that the subject, in general, "is a rather boring topic." Emma again tried to soften her criticisms by

prefacing them with "many of the articles had great points in them" and "I know I learned a lot that will be useful in my teaching career." Still, these comments were followed by "but" and four lines of strong criticism about the content and implementation of the language unit. Emma was one of the only female students who expressed such strong negative attitudes toward the unit material. The reason may be that she was empowered by the males in her class who also expressed negative attitudes. She no doubt was influenced by the fact that she could not connect the material with the mathematic teaching she will be doing in the classroom. This lack of connection allowed Emma to dismiss the material as useless to her teaching.

Other students from the Monday morning class expressed reservations about the readings for the unit. Consider the following text segments:

(Jane) One thing that I did not like was the length of some of the articles for the discussion boards. They were interesting to read but very time consuming. It was also kind of hard to read some of the articles on the computer and a lot to print out.

(Ruth) I do think the readings were a little (sic) long and hard to comprehend at times. I think it would have [been] better to have some more novice articles, some were and some were not.

(Julie) I too, believe that the articles were a little repetitive (sic) at times, and some of them were really long and lost my interest.

First, Jane had a practical complaint about reading the articles directly from the computer. This problem could be easily addressed by re-scanning the articles to make them easier to read from a computer screen. The other criticisms involved the "length of

the articles" as a problem. In some way, I have a hard time sympathizing with these complaints because reading college material is often "time consuming," "hard to comprehend" and "long." In addition, a large part of the information that I talk about in the lectures comes from the material that they will be reading so the information is scaffolded. Another point is that the majority of the remarks regarding the readings from both classes were positive. For these reasons, I do not plan on radically changing the material in the future. Furthermore, I chose the articles for their introductory linguistic material and connection to educational and linguistic information in a classroom observation or in a classroom activity.

In contrast, the Db comments from the Tuesday afternoon used softer and more positive language to express the challenges to learning. Consider the following text segments from the Tuesday afternoon class:

(Ann) I agree that this class just opened my eyes altogether although it was a lot to learn in just a little bit of time.

(Eve) I believe the class discussions helped me learn the material better. I feel ligusitics (sic) is an interesting topic that most definitely cannot be taught in only three weeks.

Like Emma, these students prefaced the criticisms with an acknowledgment of learning as in "I agree that this class just opened my eyes altogether," "I believe the class discussions helped me learn the material better." and "ligusitics (sic) is an interesting topic." When criticisms did come from the Tuesday afternoon class, they seemed more heartfelt and sincere. Consider the following text segment:

(Aaron) While I did find the articles and lecture to be very revealing, I often felt

overwhelmed. The readings were very dense and I found myself having to go over what I had just read more than once. I also found that I had a much better understanding of the reading assignments after we went over the material in our class lecture. I feel like the knowlege (sic) I have gained will allow me to understand these issues better if we have a longer, more in depth course dealing specifically with these issues. A lot of the information, however, will require a lot more instruction and practical application before I feel competent dealing with students that could benefit from this specialized cirriculum (sic).

Even though he "felt overwhelmed" or that "the readings were very dense," Aaron spent time with the articles going "over what I had just read more than once." In addition, he connected the readings with the lecture. Perhaps because he felt so overwhelmed with information, he feels that he "will require a lot more instruction and practical application" before feeling competent in using this information. Aaron realizes that linguistics is a vast field of study and that one eight-hour class is not going to cover all he may need to know to be effective in the classroom.

Overall, the comments from the three male students Don, Daniel, and Greg and the comments from Emma represented the strongest negative attitudes toward the language unit. In comparison, the Tuesday afternoon comments were less direct and used softer language. Also, two out of five male students in the Tuesday afternoon class expressed negative attitudes toward language variety including posts from Mark and Walt. Of those two male students from the Tuesday afternoon group, Walt expressed the strongest attitudes believing students are "hurt" by nonstandard variety use in the classroom. Yet, neither student had multiple postings expressing negative attitudes; the

negative perspective was not a majority viewpoint in either class.

There are many reasons for the differences between the two groups. The Monday morning class was the first group to receive my lectures so I may have appeared less confident with the information. My demeanor could give students an opening to feel freer about making negative comments. In addition, my advisor observed each group and that may have made me appear more nervous and less confident. In some ways, the fact that students felt freer to express their attitudes can be positive because these attitudes are expressed out in the open where they can be addressed by the teacher educator. On the other hand, four out of 22 or 18 percent of the class students from the Monday morning failed to make a connection between the curriculum and teaching. These four students tended to dismiss the information very early and may not have participated in the readings as thoroughly as they could have.

All of the criticisms, even the strongest ones, have value for future implementations of the unit. All the students seemed to be saying that four weeks was not enough time to learn the material in the unit. With regard to understanding the content of the readings, it may be that since the whole field of linguistics is so new to students that they may struggle to conceptually grasp the text meanings. In any case, the articles for the unit should be reevaluated to make sure that they are clear, informative, and make connections with education. I will also take on Emma's challenge to show her how she can use the information from the unit in her algebra classes.

Language experience.

Language experience was another factor that affected attitudes toward language variety. Students who came from a language background other than English or had

acquired a second language through travel or study tended to react to this information in a more comprehensive and open way. In addition, students who had experience with other varieties of English especially stigmatized varieties also had a more open and comprehensive reaction to the information in the language unit.

One pre-service teacher, whose native language was Vietnamese, came to this country and acquired English at age four. Consider the following text segment:

(Thiang) I also agree with both girls who responded above me about this article. Teachers who are more culturally-sensitive have a better understanding of the learning styles of their students. By having this knowledge, they can create innovative ways to incorporate effective learning lessons in the classroom. I know that in they (sic) childhood years that I struggled with learning the English language and speaking correctly. Look at me now. I have mastered the language quite well. I attribute my successes to my passionate teachers and my strive (sic) for learning.

Thiang relates the information to her own struggles with “learning the English language and speaking correctly.” She feels that she has “mastered the language quite well” and attributes that success to her “passionate teachers” and her own desire “for learning.” Having experienced acquiring a second language, the student has a deeper understanding of the process that other student will have to go through to acquire English.

In the next text segment, Thiang interprets the “Chatterboxes” chapter for the unit (Pinker, 1994). Consider the following text segment:

(Thiang) The article “Chatterboxes” shows the complexity in various languages. By learning and understanding the structure of these languages, one is able to

better comprehend the culture, itself. Thus, educators can better accommodate a student's learning style. Furthermore, it is very interesting that language can be considered an instinct. The proof that supports this claim refers back to the portion of the article where deaf Nicaraguan children created their own type of sign language. Also, there (sic) story regarding the difference between Simon and his parent's abilities to sign. In the end, one can argue that language is an instinct because "children actually reinvent it." The reasoning is that it is "not because they are taught, not because they are generally smart, not because it is useful to them, but because they just can't help it." I don't think people appreciate the true beauty in language. It's a very complex, yet beautiful form of art that is universal. The point of the Chatterboxes chapter is to understand that acquiring language is a natural human trait like walking upright. Thiang seems to understand, explain and analyze the chapter information in a detailed manner. The pre-service teacher uses examples and quotes from the article to explain her understanding of language acquisition and compares language to a "beautiful form of art that is universal."

This student also describes an understanding of slang that other student seemed to miss. Consider the following text segment:

(Thiang) This article shows the importance of slang in language. I think that it is very interesting that in some cultures, slang is used as membership badges. It is often not appreciated or valued in the American culture. But I think this is what makes our culture what it is and it makes us who we are. I especially like how the article describes this type of language as "linguistic innovations." Furthermore, it says that words once slang turn mainstream as a result of it being passé. After

reading this article, I support slang as long as the standard grammar something that students know and understand as well.

Other students used the term “slang” to describe undesirable or inferior language forms. For example one student discussed “slang” as a type of language that “should be frowned upon.” Another student describes slang as something that “is not alright to speak in those terms.” Still, another student equates “slang” with “swears” and giving “off the impression of not being able to communicate professionally.” Instead, Thiang described “slang” as “linguistic innovations” and a form of language change.

Another student who acquired Spanish as a second language in high school uses her second language as a way to make sense of the information in the language unit.

Consider the following text segments:

(Ella) I have always said I spoke three forms of English (home, school, friends) and two of Spanish (proper, slang) and to see a teacher talk and incorporate this into her classroom, I was so amazed! Trilingualism (sic) was a great article, not only because it took into consideration Spanish, but because it gave educators a different spin on a long debated subject- which form of English do you/or should you teach students of English as a second language? I don't think much (or enough) emphasis is put on looking at other "dialects" of languages when we teach or learn them. Until I actually sat down and decided to speak Spanish to someone who did not speak English did I realize how far behind I was! Just coming up with coherent sentences was hard for the first month or so, let alone trying to express my feelings and desires in an intelligent way! I think students of all foreign languages should have these types of opportunities (sic)

Slang and other dialects are so ingrained in our speech that we dont (sic) even realize when we use it! It's really hard for us to think saying "oh that's cool" would have ESL or non-native English speakers scratching their heads!

(Ella) I hope that bilingual education along with programs centered on perserving (sic) cultural identity, and language will become mainstream for all students, no matter the language or culture. I always think of a "dicho" or proverb/saying in Spanish when I think of this issue "Quien sabe dos lenguas vale por DOS"!!!!!! It roughly translates as "The person who know's (sic) two languages is as valuable as two people". It is awesome and true!

This pre-service teacher has experienced many second language learning situations. She states that "until I actually sat down and decided to speak Spanish to someone who did not speak English did I realize how far behind I was! Just coming up with coherent sentences was hard for the first month or so, let alone trying to express my feelings and desires in an intelligent way!" The actual use of a language for practical purposes is the only way to acquire language (Fillmore & Snow, 2000; Hammer & Blanc, 2000).

Monolinguals take for granted the ease of conversation until they experience trying to use a language to get their needs met. A personal introduction to the language learning process provides a basis for understanding the types of issues language learners face.

Ella has also experienced the how "uncomfortable" monolinguals feel when placed in an environment where English is not the only language heard. Consider the following text segment:

(Ella) I work at a library where a fair amount of Spanish speaking families come. One mom from Colombia speaks to her daughter in both English and Spanish, but it is often hard because the little girl's friends only speak English and the mom does not want to alienate anyone, as she put it. That is true that speaking a foreign language around others may put them in an uncomfortable situation; it happened to me a lot when I heard people speak Spanish and I did not really speak it that well. Recently I was speaking Spanish on the bus and some passengers looked at me strangely. I thought I must have had something on my face, but I figured that I was getting the death stare because I was speaking Spanish! I hated that feeling of being an outcast or a freak because I was doing something differently. I do not want my future kids to feel that stigma when they speak Spanish, but I don't want them to be left out of a beautiful language either. It is really hard to balance being bilingual in America, but like the family that did it successfully, I believe that it is possible, necessary and essential in today's (sic) society.

Ellas's language experience has helped her to see various notions that were unavailable to her as a monolingual speaker. Again, a personal introduction to the language learning process provides a basis for understanding the types of issues language learners face.

Ella also used the readings for the unit to make sense of the information from the language unit. Consider the following text segments:

(Ella) Written and spoken language is brought up in Lippe-Green, Pinker and Ladson-Billings because writing is so different from spoken language-it has to be taught and takes a lot of time, compared with spoken language which is not planned like writing, is universal and everyone can do it (with exception's). The

language lesson in Ladson-Billings drew the students in with music and helped to improve their writing skills. I thought this was a great way to keep the students interested and eager to learn.

(Ella) Something similar happened in my high school with Hispanic students, much like in Sheets. The majority of Mexican-American students could speak Spanish and English, but could only write English. They were never formally taught how to spell, read or write in Spanish. It was really a tragedy because it was the language they spoke the most, Spanish, but had the least ability to write in.

Ella expressed an understanding of the difference between speaking and writing. She also has a better understanding of the affects of language attitudes. She states that "saying one language is better is not good, nor should it be accepted, but many people think that certain languages are better."

Ella also expressed positive attitudes toward stigmatized varieties of English.

Consider the following text segment:

(Ella) The articles really opened my eyes to the variety of language and the shunning of certain dialects. I think that many people have pre-conceived notions of what is acceptable and it is truly hard to break these thoughts/habits. Saying one language is better is not good, nor should it be accepted, but many people think that certain languages are better. People can not (sic) be changed quickly, nor can languages be changed quickly. Time and patience will help improve "language relations" but the situation will never be perfect. Being open to others

is the best way to have other people accept you, so I plan on practicing this with my students. I don't ever want to criticize a student or degrade them in anyway, but I do want them to succeed. This delicate balance is a tight rope like situation for teachers- do or die!

Ella expressed an attitude change when she stated that the reading "really opened my eyes to the variety of language and the shunning of certain dialects." She claimed that negative attitudes toward "certain dialects" should not be accepted. These statements indicate the type of attitude change linguistic information can provide to pre-service teachers.

Ella has also experienced a change in the word choices she makes when describing different varieties of English. Consider the following text segment:

(Ella) Recently I have started to catch myself when saying "slang" or that a certain language is not a "proper" language, but it's really hard! Mainly because I have been instructed to speak and write a certain way, the most accepted way, Standard English. When I hear other forms of English, I do not necessarily think of it as another language, like French or German, because I can understand the person speaking in BVE (sic) but not in French or German, which I have always been told are foreign languages. Information in Chapters 2 and 9 has totally turned everything I have ever learned about languages upside down for me! I knew about BVE, (sic) but I did not know the extent that linguists take classifying languages.

Ella has come to understand that using terms like "slang" and "proper" when describing language varieties contain implied attitudes about the varieties that are negative.

Choosing different vocabulary to describe language variety can contribute to changing the attitudes toward stigmatized varieties of English.

Undoubtedly, the male students who had positive language attitudes had some form of foreign language, second language, or even bi-dialectal experience with language. For example, one male student also benefited from a bicultural class that he once had the opportunity to take in school. Consider the following text segment:

(Abe) When in high school, I took an African-American Literature class. The class was predominantly black, with the exception on one other white girl, and me. The teacher said he encouraged the use of the class's home languages for every student, as long as profanity was not used. Through doing this, most of the students expressed themselves throughout the year using what they called "Ebonics." At first I did not think I was going to understand the language, but after weeks of exposure to it, I began to understand it more, and I learned to embrace it. I came to realize how expressive my fellow students were, and found intelligence in them, that I had at one time thought did not exist due to the lack of correct grammar.

The bicultural experience where he was the minority in the class seems to have greatly shaped Abe's view of AAVE. Abe came to realize that AAVE is mutually intelligible with variety of English that he spoke. Most importantly, Abe "came to realize how expressive my fellow students were, and found intelligence in them, that I had at one time thought did not exist due to the lack of correct grammar."

From the class experience with AAVE, Abe expressed anger that AAVE was not always accepted by the academic community as a legitimate language. Consider the

following text segments:

(Abe) In the first article, the point of how some psychologists thought that African American children had been culturally deprived and lacked true language made me somewhat mad. I realize that at the time this was said, the African American languages were not seen as actual languages, but at one point every language was seen as something new and unwanted. The English we speak today is completely changed from what we call “old English.” Many terms and words we know now are actually slanged from the past. I believe that a change in our language is inevitable, and it should be something we embrace instead of fighting.

Abe made a connection with language change when he stated that “many terms and words we know now are actually slanged from the past.” In addition, he realized that the power a language has is related to the status of its speakers when he stated that “at one point every language was seen as something new and unwanted.”

From the class experience with AAVE, Abe felt a sense of solidarity with speakers of this variety. Consider the following text segments:

(Abe) In the First (sic) article, I agreed that a successful teacher truly has to let a student be who they are. Trying to change a student is wrong. I have felt in the past that many schools are putting kids in the school and expecting all of them to pop out on the other side as the same people. I think this is terrible due to the fact that the education system really should be trying to teach people to be themselves and embrace their differences. Making everyone different and not the same will only open up doors to many new ideas and opportunities. I think if everyone was the same, there would be no progress made in the world and those who were

somewhat different and had different views would be outcasts and not respected.

In the second article, it is shown that schools are now trying to incorporate black languages in the curriculum. Some teachers still don't embrace black languages, but none the less (sic), the African-American languages are becoming more widely used in the schools. I thought this was refreshing to hear. I believe it is about time schools start opening the gates to more varieties of languages spoken by its students. Also in the article, it is said that it is ok to speak these languages, just as long as proper Standard English is still pushed to the students. I agree that students should be able to communicate in Standard English, but at the same time, I believe that the students should be allowed to communicate in a language that is comfortable to them and those that they are around most of the time.

Abe has a great understanding of the importance of diversity stating that "if everyone was the same, there would be no progress made in the world and those who were somewhat different and had different views would be outcasts and not respected." Finally, Abe is open to the use of AAVE in schools and feels that "it is about time schools start opening the gates to more varieties of languages spoken by its students." Truly, Abe benefited from his past bicultural experiences. In general, Abe expressed very positive attitudes toward nonstandard varieties of English and has strong feelings toward the acceptance of that variety in mainstream establishments such as schools.

Aaron from the Tuesday afternoon class described his earlier education that consisted of taking "two years of Latin in high school." While two years in high school classes may seem minimal, that amount of language exposure allowed him to connect his

study of Latin with the information he was learning in the language unit. He went on to say “I took two years of Latin in high school and I realize that it was incredibly helpful in some things like my SAT's, scienc (sic) classes and unfamiliar vocabulary. While I have been able to apply this knowlege (sic), before this article I would have had a much harder time explaining why Latin was helpful to me.” While Aaron realizes that his language classes were beneficial to him, he now can explain why this information has benefitted him.

Aaron thought long and hard about the information and readings in the unit and tried to apply them to teaching. Consider the following text segment:

(Aaron) The one thing I have taken away from these articles stresses the importance of trying to work with the student's current language structure as opposed to only correcting non Standard English (sic). It seems like english (sic) grammar and syntax instuction (sic) would be a good investment for anyone who has not developed a reasonable understanding of acedemic (sic) english, (sic) however part of the Fillmore-snow article also seemed to say that english (sic) improvement will only come from practical use and direct instruction is often unimportant.

(Aaron) I found the article "Trilingualism" to be the most insightful and helpful of all the articles read. Where most of the other articles talked about generalities and issues perhaps best adressed (sic) by changes in cirriculum (sic). This was the only article that seemed to raise suggestions more than raise questions. I have come to see how it can be benificail (sic) as an educator to understand BEV as a legitimate oral language. It seems that the teacher in the article was successful

with increasing his student's Standard English (sic) abilities, both written and oral, by helping his students understand the advantages of being fluent in both. I continue to wonder if acceptance of BEV in the classroom has a negative impact (sic) on the students' writing abilities.

Aaron applied the information from the Fillmore & Snow (2000) article in various ways. The most important idea Aaron got from the article is that correction and direct instruction without applying them to practical use “is often unimportant”. Aaron was also looking for practical applications for the classroom of the language information in the unit. For Aaron, the Baker (2002) article provided concrete suggestions and changed his mind regarding the validity of AAVE and its possible uses for increasing “student's Standard English (sic) abilities, both written and oral, by helping his students understand the advantages of being fluent in both.” However, he stills believes that acceptance of BEV in the classroom” may have “a negative impact (sic) on the students' writing abilities.” While these claims that acceptance of AAVE will negatively impact writing are unfounded and confuse the differences between writing and speaking, they show the difficulty of changing attitudes toward stigmatized varieties as well as the persistence of negative attitudes.

While Aaron still expressed uncertainty about how to use the information in the language unit, he has a new awareness that may benefit him in future teaching experiences. Consider the following text segment:

(Aaron) I feel a lot more aware of my ingorance (sic) about language, and I'm not sure exactly how I will use this in the classroom, as my experience as of yet has also been very limited. I am hoping that just being aware of the topics covered

will allow me to approach students' with an open mind and hopefully the resources to learn more as I cross these issues. I find it hard to balance acceptance of BEV with the need to be able to write in Standard English (sic). It seems that the best tool is knowlege (sic) both for us as teachers and for students to be able to know when and where certain language is appropriate and advantagous (sic).

Aaron's confusion with the differences between written and spoken languages has created a conflict for him between "acceptance of BEV with the need to be able to write in Standard English (sic)." However, he has still received the information "with an open mind" that will allow him to "learn more" as he encounters these issues in future educational situations. These ideas express positive attitudes toward the content and its possible connection to education.

Natavia is another student who has had experience with diversity. She stated that "a couple of years ago I took a child linguistics class, so I was a little familiar with some of the concepts that Lisa came up with in class." This experience and other personal experiences led Natavia to a solid understanding of language diversity. Consider the following text segment:

(Natavia) I recognize what Baker speaks about with the three types of languages. I spent three years of high school in Aurora, IL (by Chicago). There were always comments on my St. Louis accent and what words were socially acceptable there (ex: soda vs. pop). But when there came a time in class for a presentation, we all spoke the same language: formal. I relate to Baker on finding that weird. All of us accepted the "time and place" on speaking professionally. I felt that if I did not

speak professionally during a presentation then no one would take me seriously and I know for a fact that my peers felt that way too.

(Natavia) I noticed that my bilingual (mostly speaking English and Spanish) friends spoke those three different ways. Of the English they spoke with their parents, was polite and formal. I thought sometimes because they were telling me that their parents could barely speak English and they were learning, sometimes from them. And of course they spoke slang with me. Then they spoke the "professional" English in front of class. In the past, I realized that I was actually afraid to speak "proper" English in front of my class because I thought they'd make fun of me or I wouldn't say the right thing. But Baker made a point. You can't really be too scared of the familiar. Once you're comfortable enough with formal English, it's not a big deal to use it.

In particular, Natavia has a strong understanding of functional variety in language and that there is a "time and place" for different varieties. No matter what language was spoken with friends or family "formal" language was preferred in the classroom.

Natavia talks about the differences between writing and speaking and the effect on literacy skills. Consider the following text segment:

(Natavia) The last class we had, we discussed how it's difficult to learn another language when you don't have a strong core of your native language. These students were in remedial ESL classes and could speak Spanish, but couldn't read or write. Without those tools (in Spanish) how are they supposed to learn to translate those tools/skills over to English? How are they to be expected of this task? The problem was that they weren't. The teacher used these things to her

advantage. They couldn't read or write in Spanish, but at least they could speak it. At least they could understand it. Like Luis mentioned, she used the fact that they had this simple advantage to push them further. She used it to make them "want to be the best in the class". And yes there were many external obstacles to overcome but she got past them with the support of the students' families. That's really important. She couldn't have made home visits without the parents' permission. Or taken them to social events, like games and dances. She used their common factor (speaking Spanish) to bring them all together, which really used to single them out in school. She let them know that it wasn't necessary for them to lose their culture to feel intelligent. She gave them pride. She gave them the opportunity to prove themselves. Most of all she gave them hope. And it only takes a little of that to make an achiever.

Unlike Don who did not "exactly understand the celebration" around helping bilingual student acquire literacy skills, Natavia expressed her understanding clearly. Natavia states that "these students were in remedial ESL classes and could speak Spanish, but couldn't read or write."

The data from the DB forums supports that certain overarching trends are present in the data. These trends involve demographic factors like gender, class section and language experience. In particular, White male students expressed the strongest attitudes toward nonstandard varieties of English. Four out of five of those male students were in the Monday morning class. One White female student from the Monday morning class also expressed negative attitudes toward the content and its implications for her own personal teaching. The comments about the language unit materials and content in the

Monday morning class also tended to use stronger language than did the Tuesday afternoon class who expressed similar ideas. Two male students who had language diversity experience in the Tuesday afternoon class expressed positive attitudes toward language diversity. Other students with more positive orientations toward language diversity had foreign language, ESL, or other linguistic training.

Teacher Codes

I responded 34 times to the DB forums in the Monday morning class and 31 times to the DB forums in the Tuesday afternoon class. I chose to respond to select comments for three main reasons: (1) I responded to those students who used various misconceptions about language to make conclusions; (2) I responded to a particular DB entry because a student expressed a certain negative attitude that needed to be addressed; and (3) I responded to reinforce a comment that seemed to understand the main topics of the language unit or to connect those main ideas with education and its applications.

I used many strategies to interact with students and their comments. The main issue was to clarify the topic that was brought up by the students in some way. Therefore, clarification was the major theme used when responding to a student text although affirmation was another frequent strategy. Table 25 shows the seven strategies that I used to clarify a topic (See Appendix L).

Table 25: *Teacher response codes*

Influencing writing style	TC>IWS
Questions	TC>Q
Providing additional information	TC>PAI
Making connections	TC>MC
Lectures information	TC>LI
Reading information	TC>RI
Agreement/disagreement	TC>A/D
Affirmation	TC>AF

When I responded to students for the pilot investigation, I made reference to what the author had written without actually quoting the student verbatim. In my teacher responses during the pilot, my writing is long and generally covers several ideas that the student had brought up without specifically referencing the words of the student. At times, I remember not knowing exactly what ideas to respond to in the student writing because students typically brought up several different issues within one post. For that reason, I responded with long general ideas often giving a lot of detail. Consider the following pilot text segment:

Hi N,

I agree with you and you make a great point. We can't start blaming our students, can we? But I would take issue with one point. I don't believe that native English speakers necessarily have to be held back because there is a non-native speaker in the classroom.

You have to look at the 'new' language and culture that has been introduced in the classroom as an opportunity not as a problem. Think of all the ways you could use these non-native speakers as resources for other languages and cultures. The very

issue of taking the negative approach to speakers of other languages in the classroom is misguided in my view. These students speak a different language. We are discussing non-native speakers as if they have a developmental disability that can never be overcome. This is not the case.

I would argue that language choice in the classroom is irrelevant. The important issue is how rich, safe, and encouraging of a learning environment have you created for your students. If you start with negativity, you have an unsettling base. I don't see how this kind of base can be helpful to anyone.

Lisa

In this example, I make reference to the author's ideas where he compared adding an English language learning student to a mainstream classroom to adding a student with disabilities to a mainstream classroom (TC>MC). As McKay & Wong (1988) point out, adding a speaker of another language in the classroom is often seen as a problem rather than a resource. I challenge this notion that additional languages in the classroom have to be a problem, adding that having this attitude toward additional languages can even sabotage the learning environment (TC>A/D).

I used other strategies to encourage students who were on the right track.

Consider the following pilot teacher text:

Hi J,

Now you're thinking like a linguist! The debate over what to name different varieties of a language continues for exactly the reasons you mentioned. The variety known as AAVE is certainly not unique to only African American. For that

reason, the very name of the variety just doesn't seem to fit.

Linguists talk about languages using labels like 'standard' but sometimes they refer to these 'standards' as dominant varieties. Varieties that are less valued in a society are called 'stigmatized' or 'minority' varieties. These labels describe the social phenomena that surround any particular variety in a culture. I kind of like the terms 'dominant' and 'minority' because they refer to number and/or power versus race or ethnicity.

For educators, we might look for other positive ways to describe language varieties. Nevertheless, it is important for us to understand the social and power dynamics with regard to any variety. Furthermore, students who speak stigmatized varieties know there is a difference and are aware of a value or a devalue that is placed on their variety. Even if we tried to lie to our students about this reality, we would fail because the forces of society are far too powerful.

So what's the alternative for educators? I guess we have to be truthful about the outside world but still create a classroom that acts in much kinder ways toward language differences. There are times and places for all varieties. Why can't educators create situations, activities, lessons where students can practice code-switching? I've heard of activities that, for instance, role-play a weather report first using a standard/dominant variety. And then turn around and do the exact same report in a nonstandard variety. Just one idea. Anybody else have another?

Lisa

The student had begun to explore the naming system used when describing particular language varieties. I encourage the student by stating that she is "thinking like a linguist" This "thinking like a linguist" idea was emphasized in the first lecture when I gave the criteria for studying linguistics including (a) thinking like an anthropologist, (b) knowing yourself, (c) being objective not subjective and (d) using description not prescription (TC>LI). I then gave some additional information about the discussions that go on with regard to naming of language varieties (TC>PAI). Finally, I linked this information with education and a particular educational application (TC>MK) and solicited other ideas from the class (TC>Q).

Using this approach, the student is not necessarily held accountable for his or her exact words because I only make reference to the ideas that are expressed. Making general reference to the students' ideas, is easier for the student and teacher to save face with each other. However, the problem is that sometimes my interpretation of the student's general idea may or may not be correct. Not referencing the student's words exactly might make it difficult for student to clear up any possible misinterpretations from the teacher.

For this study, I used a different approach to answer the students. Instead, I commented only on certain segments of text and placed my reply directly under the specific text segment that I wanted to comment about. Moreover, I placed the student's words in italics to make reading of the reply easier. Consider the following text segment:

Hi D,

I really appreciate your honesty. Here are my comments and questions:

Just because languages are growing like Spanish and "Black English" doesn't validate them.

I guess I don't understand your use of "validate." What do you mean? I think you are saying they should not be given a valid status in our society. Not that Spanish and BEV are not valid languages-just not valid for our society. Am I close or way off the mark?

But I would agree with you that many people in this country have these types of attitudes toward these languages. How do you think that this affects the education of students who speak these undesirable codes?

This is America and English is the language. In American society

I agree with you that in the United States, English will get you where you need to go. Even in the world market English is king. That is the language phenomena that we have today. But when we look back into history the "it" language was something else entirely. The choice of language is arbitrary not 'apathetic'.

As for teachers, they need to make every effort to give ALL children access to this language of power-English- AND to make sure they acquire the "right" variety, academic English, as well.

Because of the dominance of English...That does not mean that we as teachers then have a right to denigrate the home language as a lesser, primitive, or worthless variety. -The home language is NOT any of those things.

That does NOT mean that it would be cognitively wise to turn a bilingual into a monolingual person. A teacher may do a life-time of disservice to a child if attempted.

That does NOT mean that it would be socially wise to turn a bidialect speaker into a mono-dialect speaker. -Access to different varieties- both mutually intelligible and not mutually intelligible- makes every person a good little linguist with abilities to code-switch and style-switch according to the context he/she finds him/herself in. This is the task of every teacher to understand and convey to his/her students.

English is what should be spoken... When speaking in public and professional forums English should be spoken.

English “should” be spoken in the context in which it is appropriate to be spoken. If you want to close the deal with the rich Japanese tycoon, you best start learnin’ some Japanese.

This is another apathetic viewpoint that is making people lose their sense of pride about America.

What is another apathetic viewpoint? Which viewpoint? Define what you mean by “This.”

I will make these points: English is NOT the language in danger of being lost. It is the Tyrannosaurus rex of languages and it eats all other languages for breakfast.

Remember on the first day? The recording we heard was on dying and

endangered languages and what a loss to humanity this is. They talked about a mass extinction of languages happening right now. English is among the most dominant at the moment.

Also, learning about languages in general or even learning languages in particular is NOT apathetic. It takes a world of dedication, motivation, perseverance, and time to learn these things well.

With regard to the idea about people losing their sense of pride for this country- that is not what is happening. The studies I have seen actually say that children of immigrants are assimilating to this culture much faster than in generations past. This doesn't surprise me. Our technology is giving us communication abilities beyond compare!

But just because they are assimilating doesn't necessarily mean that they are getting that sense of pride for our country either. To get that, teachers must present themselves as ambassadors for our culture and our language.

Ambassadors must be well versed in the best ways of their own culture as well as the cultures and languages of others. If we do not present ourselves in the best light with our best values intact, our students are liable to reject everything about us especially the pride that you and I feel so greatly for this country.

If someone wants to speak their language with fellow speakers of that particular language then so be it. Just because someone speaks a certain way or "expressed" themselves with their speech does not make it right.

I am not sure that I see the problem that you do? What is not "right?"

Thanks for writing, :)

Lisa

I used questions to get the students thinking about the issues raised in the readings and lectures. I used this technique mostly at the beginning of responding to students to give students more ideas about what to write. But I started second guessing using this technique because I thought asking questions might be considered obnoxious or abrasive in some way to students. I thought this because, students never responded back to me regarding the questions I asked in my reply. In contrast, I communicated back and forth with six students during the pilot implementation of the language unit. I also had long conversations about the information with one student in particular across several DB forums set up for the class. The following text segment represents questions that I asked but never got replies to:

Great comments Greg-here is my reply:

With the amount of people in this country speaking different languages I am very surprised that more combining of the languages has not happened.

What intuition! Languages ARE combining and more rapidly than ever.

Remember the first week when we listened to the National Public Radio (NPR) recording of endangered languages. We did not get to hear all of it in your class but they talked about the mass extinction of languages that is happening right now. Even so, language change is a very slow process. We still have words that we use in the English language that are descended from a common Germanic

language. Think about all of our irregular verb-drink, drank, drunk, write, written, wrote. All of these types of words have been with us for thousands of years. That is one example that shows how slow language change really is.

St. Louis is the worst. We put r's and a's in places they shouldn't be. Ex. Wash and Forty.

So the way I speak is the “worst”? I beg to differ! :) All varieties of English have their own ways of pronouncing vowels and flavoring their words with r’s. The reasons for this diversity are a matter of geography, class, ethnicity, gender, influence from native languages, among other issues. Can you show any evidence that shows me that one variety’s way of flavoring is better or worse than another? What made you choose that particular adjective to describe the St. Louis variety? How does this link to the discussion today about language attitudes? How might language attitudes affect the evaluation of student work?

Black English and Spanish are growing rapidly and should be respected, not vilified. Maybe if more people would get away from the "English Only" trend and learn to adapt this world would be a better place.

Do you think that these languages are generally vilified instead of respected in our society? I would be interested in your observations. Explain your understanding of the English Only trend in more detail. How would rejecting English Only help people to adapt? What might they be adapting to? What information in the readings can you point to that aids in your understanding of the material and/or relates to teaching students?

Thanks for writing,

Lisa

I started out linking a class activity with the comments of the student. However, I ended up asking more questions than providing additional information. This amount of questions might be intimidating or frustrating to anyone and cause them to shun the activity. Nevertheless, I wanted to explore his attitudes and why he would call St. Louis "the worst." Sometimes people say they are "the worst", but they really mean it with love and are kind of proud of being "the worst" at something. On the other hand, maybe he meant it and he really has a negative attitude about a regional dialect. He also might not have considered how strong the words could come across in writing. In any event, I was curious to know.

I was curious about why the student would link languages with a word like "vilify." I was also curious about this statement: "Maybe if more people would get away from the 'English Only' trend and learn to adapt this world would be a better place." This statement sounds condescending in one way with the use of the phrase "this world would be a better place." It sounds like just a smart mouthed phrase that would be used on "South Park" to denigrate a so-called liberal idea. I was interested to know why the student brought up "English Only." We had never talked about the "English Only" controversy and it is not a current part of the curriculum, although, adding a section about this controversy might be an important addition to the class material. In any case, the student linked the information in the language unit to the "English Only" movement. I wanted to know what he knew about this subject. Unfortunately, he did not take the bait and never responded to the DB forums after that. It also may be that he did not want to

get into a confrontation with me but because he felt attacked or defensive he chose not to respond any further.

Another student directly stated how she interpreted Greg's remarks. Consider a classmate's reply to Greg's post:

Greg,

Your points are understood, but I'm a little bit offended, mainly since I did grow up in the Midwest and I am guilty as charged for adding the "r's" and "a's" on occasion and maybe a "y'all" sometimes. I don't think any of that is a reflection of my intelligence, but rather a "stamp" of my st. louisian (sic) roots and I'm very proud of it! In fact, I once read (I cannot remember where) that people in the Midwest (sic) have the most ideal dialect. When I lived in Boston for a summer, people constantly asked me where I was from because I did not have that typical accent the locals had (example: arch was "ah-ch" and part was "paht") and a few asked if I was interviewing for Harvard! Overall, no one speaks the same, and it's important to listen to the content of the conversation first before judging strictly on how they are speaking.

This student composed a better, more exact and succinct reply than I did. She had a very simple, to the point, explanation of language attitudes when she claimed that her variety was not a reflection of "intelligence, but rather a "stamp" of my st. louisian roots (sic) and I'm very proud of it! Her last statement that "it's important to listen to the content of the conversation first before judging strictly on how they are speaking" brings in the problem with thinking that there are superior or inferior varieties. That problem is

the "judging" of the speaker based on the language variety that they use. Lippe-Green (1994), Crawford (1992) and Smitherman (1992) chronicled the problems such as exclusion from employment or educational opportunities that arise from negative attitudes toward stigmatized varieties.

She also heard that the Midwest dialect was considered the most ideal from the Labov audio I played for the students. Labov is one of the major contributors to the field of language attitudes and dialect studies. In that recording, Labov explains that before World War II (WWII), the ideal accent was a British accent for the United States. Labov points out that if you listen to old movies and news clips at that time period, the British accent can be heard on these movies. But after WWII, Americans wanted to have their own identity so they began to shift their attitude to preferring a dialect heard in the Midwest part of the country.

I used many strategies to let the student know that they were interpreting the content well. Consider the following teacher text:

Natavia,

Great post! Here are my comments.

I read this article [and] thought that the idea of a teacher getting her students to get together and analyze different dialects of English was great. It was one of those, "Why did not I think of that?" ideas.

I am glad that this article made sense to you. I chose the article precisely because it translates all this linguistics and anthropology stuff into an application that teachers can use. More importantly, teachers can see a relevance of the

application to their students' daily lives. This lesson is trying to get the students to look at their own uses, choices and context. In other words, students were examining themselves first. Remember way back to week one when we learned one of the first principles to become a good linguist is to "know yourself." In this way, I like to think of the Baker lesson as "Anthropology 101" for students.

I noticed that my bilingual (mostly speaking English and Spanish) spoke those three different ways. Of the English they spoke with their parents, was polite and formal. I thought sometimes because they were telling me that their parents could barely speak English and they were learning, sometimes from them. And of course they spoke slang with me.

Great description of the different varieties that you are aware of using. You are a very good linguist! :) Definition alert- I would say that with your friends and you probably speak an informal style (functional variation) in a vernacular (social variation) that is most likely somewhat divergent from the standard. My guess is that you use a lot of slang in this particular variety but the variety itself is not called "slang."

I felt that if I did not speak professionally during a presentation then no one would take me seriously and I know for a fact that my peers felt that way too.

Exactly! Like a proper linguist-you have recognized that for anything in life you must consider your audience. If the group you are speaking to does not accept your form of speech as valid, they are not likely to entertain your ideas. Context is everything!

But when there came a time in class for a presentation, we all spoke the same language: formal. I relate to Baker on finding that weird. All of us accepted the "time and place" on speaking professionally. In the past, I realized that I was actually afraid to speak "proper" English in front of my class because I thought they'd make fun of me or I wouldn't say the right thing. But Baker made a point. You can't really be too scared of the familiar. Once you're comfortable enough with formal English, it's not a big deal to use it.

Learning to use different dialects of a language can be just as intimidating as using a completely foreign language. But just like with anything-practice makes perfect! Only afterwards can you say "It's not a big deal to use it." :)

Thanks for writing,

Lisa

I clarified the lesson in the Baker (2002) article and linked the lesson with anthropology and linguistics. I clarified the lesson for many students because some students interpreted the lesson as "apathetic" or unnecessary. I gave many positive remarks like "great description" and "like a proper linguist" (TC>AF). I emphasize the point that language choice depends on the context but learning to use different forms of language can be "intimidating."

I also answered questions that the students asked. Consider the following teacher text:

Jennifer,

Thanks for your thoughtful response.

I am unsure of what is meant by the “home” English category. According to Baker, “home” English is what is spoken at home or for recent immigrants, what they learn from their peers. Maybe a linguist could identify anything unusual and unique about the way my family communicates, but I would say it’s the same thing as academic English.

You brought a couple of excellent points. If you remember from the Fillmore & Snow article, they point out that the students who make the best transition from home to school have a language that matches most directly with the school variety. That is, the home language and school language are virtually the SAME dialect. The students who have the most trouble are the ones whose home language does not match the school language. On the flip side, (again as pointed out in F & S) teachers generally come from this pool of language speakers. In other words, teachers are mostly monolingual in both language, dialect, and culture. Several readings discuss this point and how it affects teacher/student relationships. How do you think this monolingual phenomenon might affect teaching to non-mainstream speakers as well as second language learners? Feel free to use examples from the readings to support answer.

One major thing that we have learned as education majors is that students are more likely to learn if they are in a comfortable environment.

Another great point. In what ways can you use language to create comfortable environments for the students? How does knowledge of the student home language and culture help to create comfortable environments?

Lisa

In this teacher post, I clarify that the pre-service teacher is the target audience for this information. At the end of the post, I ask a series of questions instead of engaging with what she said. Asking so many questions makes me no fun to have a conversation with.

I also noted that one student from the Monday morning class began to mimic my writing style of commenting only to certain segments of text, placing my reply directly under the student's words and putting the student's words in italics. Usually students did not use this method when replying to classmates. Instead, they would agree or disagree with another student and reply in long segments without directly referring to any text verbatim. Consider the following text segment that represents an example of influencing the writing style of a student by the teacher (TC>IWS):

Trish,

You brought up a lot of interesting points.

After all, children do grow and it's important to show them what we are teaching is relevant; not only in the classroom but for the future.

I completely agree with that you've posted here. I just responded to a different thread with nearly the same response. One of my high school teachers had a huge poster in her room titled "When Am I Ever Going To Use This?" It listed many math concepts and then showed different careers that use them as well as everyday situations where knowledge of the concepts would be necessary. When students know WHY they need to know the information and the importance of the information, I think they are much more likely to care about what they are

learning.

After all, it is very difficult to teach students a subject they do not like, and assign a worksheet or tedious assignment instead.

These assignments that you mention, also known as “busy work,” don’t accomplish much. Like Carter from the reading, we should try new and interesting activities with our students. They may not always be successful, but as reflective teacher we will find what works as well as what doesn’t work and learn from our experiences.

One reason why I think Carter had a difficult time trying to relate to his students was because how culturally different he was... Is it impossible to teach students who come from a completely different background? As new teachers, but coming from a culturally diverse school like UMSL, do you think it’ll be something we’ll be able to spot right away (our cultural differences vs. our students’)?

Even if a teacher is culturally different from their students, he or she should promote cultural awareness in their classroom as opposed to some of the ethnocentric views that I have observed at school. I don’t think that it is impossible to teach students from a different background, but again, we need to encourage cultural awareness and have an understanding of the different cultures of students in our classroom. I think we will certainly spot the cultural differences of our students right away. It is our job to be observant and understand the many backgrounds of the students whom we will be interacting with on a daily basis.

Jordan

Jordan's comments to her classmate were comprehensive in detail and open in their approach to the importance of cultural diversity. Moreover, the pre-service teacher talked about linking what is taught in the classroom with its relevance in the "real world." The pre-service teacher states that "when students know WHY they need to know the information and the importance of the information, I think they are much more likely to care about what they are learning."

In the pilot data, I corresponded with six students. I also corresponded with one student several times over several different DB forums that were set up for the class. I responded twice to a student's post and the student replied to me twice. Consider the following teacher text:

Hi Bridget,

Excellent post! You have revealed yourself to be a very good linguist. Here are my questions and comments:

It is really surprising to me that linguists believe that BVE is another language other than English. I have never saw (sic it this way, and I don't think many people accept this concept as well. It is rather controversial to consider BVE as its own entity.

I'm sure that this is a new idea for many people. But think of the definition of a speech community: a group of people who speak a common dialect or variety. It is considered a true and stable language because it has the same traits as other true languages. This variety is so strongly stigmatized in US society that some still scoff at the idea that this variety is even a true stable language. But it is. For

evidence first look at the definitions of pidgins. These are choppy, contact, or proto-languages; the level that Genie -the child deprived of language until puberty -could get to. It is a two word stage-what a creative linguist might imagine that Homo erectus, or a 'cave-man' might speak. When children are exposed to a pidgin as their first language, they creolize the pidgin making it a true stable language. You can tell a true language from a pidgin because you can record a Creole and a speaker of that variety can decipher it's meaning on play back with little or no context given. Recorded Pidgin could not be understood on play back unless the context is clearly provided first. Pidgins rely on face-to-face contact for the message to be understood. True stable languages do not.

There are different meanings for words in each form of nonstandard English.

Therefore you have to consider that all nonstandard English languages are different languages.

You got it! But more precisely-they are all dialects of the same language-English.

This is controversial to many people because it is hard for people to accept BVE or even the way southern people talk. Because Standard English is the standard, anything but sounds ignorant (sic) and uneducated.

Yes, people hold strong beliefs about language. Furthermore, your language variety marks you as being poor or rich, lower class or higher class, educated or uneducated, female or male, black, white or other, east coast or Midwest, and on and on. These judgments then get somehow tied to being "good" or "bad" or

"moral or "immoral" but this is silly. Don't you agree? We might be dismissing some very capable, good people based on their language variety. Somehow that just doesn't seem fair to me.

When schools were contemplating on teaching "ebonics" as a language course, the entire nation was in an uproar about it.

Well, actually they weren't EVER going to teach BEV or Ebonics as a subject. They were simply going to teach teachers the kinds of skills I have been trying to teach you all with my linguistics stuff. Exactly the same kind of material. They wanted to train teachers using this kind of material in order to make them more aware of the differences between BEV and Standard English in order to improve literacy and communication skills.

If BVE is language than it should be taught as much as English, French, or German is taught.

I would be the first to sign up. :)

The downfall lies with what is acceptable to our culture as a whole is speaking Standard English.

Yes, we need to be aware that to be successful in this society, learning a standard form is essential.

Employers, universities, and basically the people who allow you to get ahead in life are not interested in those who do not speak "properly" and hold the same

bias as those who find nonstandard English speakers as ignorant (sic) and uneducated.

This is a fact of life. Negative language attitudes and their affects of society is important for everyone, especially teachers to understand.

Thanks for writing,

Lisa

I used Bridget's post to comment about many language attitude issues. For example, I was able to dispel a belief that the California controversy of "Ebonics" was about teaching this variety to students in the classroom instead of a teaching tool (Del Valle, 2003).

Brittany responded to my reply with observations about language, power, and identity. I lectured about language, power, and identity at the end of lecture three and the beginning of lecture four. Consider the following student reply:

Lisa,

I am pleased that you found my post as interesting as I did posting it. This class has been an eye opener for sure. The reason I find it surprising that BVE is considered a language by linguists is simply because the word linguist sounds professional, and when I think of professional I think standard. It makes perfect sense to me as to why BVE is its own language, but of course a dialect of English.

I was confused about the "ebonics class" in California. I did think that it was to be offered as a class to students. It makes more sense for it to be offered only to

teachers. Were a lot of people confused by this because it would only make sense for teachers to understand the things that their students are saying?

I think ultimately people are afraid of change. I also think that there is still a lot of prejudice in the people that make up this country. I think people are frightened in thinking that BVE (sic) is acceptable. Language gives people power. With all of the negative attitudes of this language, it keeps the people using it in a negative status. Furthermore, I think that there are a lot of people in this country who do not want to see African Americans as powerful.

Bridget makes many connections and observations about language. She acknowledges that "there is still a lot of prejudice in the people that make up this country. I think people are frightened in thinking that BVE (sic) is acceptable." She also asks me a follow up question regarding the California/Ebonics controversy.

The last correspondence we had was when I replied to answer her question from her previous post. Consider the following teacher text:

Bridget,

Were a lot of people confused by this because it would only make sense for teachers to understand the things that their students are saying?

Yes, the idea that some school was going to "teach" Ebonics was the common belief because news sources reported the controversy as such. Some saw this as a deliberate attempt to twist the situation into a controversy.

I think people are frightened in thinking that BVE is acceptable. Language gives people power. With all of the negative attitudes of this language, it keeps the people using it in a negative status. Furthermore, I think that there are a lot of

people in this country who do not want to see African Americans as powerful.

Great observations! As I said in class, language has power, status and identity.

To give a stigmatized variety some legitimacy would certainly give that variety more power. That means someone else might have to give up some of their own power. You can understand why this prospect could be frightening like you said.

Also, you can understand the powerful motivation to keep stigmatized varieties in a negative status.

Lisa

I wanted to dispel media myths about the “Ebonics” debate that persuaded people to think that teaching “Ebonics” to students was the goal of the program. Instead, the objective of the program was simply for teachers to learn a little linguistics so that teachers may teach Standard English literacy skills to speakers of stigmatized varieties.

In many cases, I need to make stronger arguments that will convince even the most strident skeptics that the information in the unit is useful and will apply directly to their experiences in the classroom. I still feel that I need to make this connection stronger particularly between the phonetic, phonological, morphological, and syntactic information and the sociolinguistic information. I believe that this connection is my strongest argument against the skeptic who might close their mind early as they encounter the material. The problem with this particular implementation was that I had only four weeks to provide several semesters worth of linguistic material. For that reason, students may not have had the background knowledge to understand many of my more technical responses. I was also not the lead instructor but a co-teacher or guest lecturer. In

contrast during the pilot implementation, I was the lead instructor for the class and I was able to keep the DB forums open for longer than four weeks.

Summary

Overall, pre-service teachers expressed their attitudes toward linguistic variety in various ways. While negative views were expressed by some students, the vast majority of pre-service teachers learned a great deal from the unit material, reacted positively to the information and saw the value in language knowledge and diversity education. The qualitative results indicated that attitudes were positively changed as a result of exposure to linguistic principles although a small group of students remained resistant to the language information. As the teacher-educator, I learned a great deal about responding to student comments about linguistic information and its connection to education.

Chapter six will discuss conclusions from the analysis including an overview of the quantitative data and qualitative data findings, curricular evaluation, implications, limitations and areas of future research. Both quantitative and qualitative data indicate that a linguistic curriculum does shape understanding and beliefs about language variety in pre-service teachers.

Chapter six

Discussion

This chapter will discuss conclusions from the analysis including an overview of the quantitative data and qualitative data findings. Moreover, this chapter will include a curricular evaluation summary including an overview of the materials for the language unit, what I learned, what the pre-service teachers learned, change steps, and future curricular plans. Lastly, this chapter will discuss a comparison of the qualitative and quantitative results, implications, limitations and areas of future research.

Quantitative data summary

The Chi square analysis showed that the demographic characteristics of the sample were well distributed among the treatment and control groups indicating that the groups were similar. The overall sample was consistent with the demographic make-up of pre-service teachers described in the literature. The pre-service teachers in this sample were White, monolingual speakers of English. In addition, the participants tended to be primarily typical college age students with a high school diploma. Interestingly, more than half (55.0%) of the participants had studied another language besides English and less than half (45%) had traveled outside the US. Teacher preparation may need to encourage more language exposure and travel.

The treatment group statistically significantly improved content scores compared to the control group which supports the validation hypothesis that pre-service teachers will gain a greater understanding of linguistic concepts after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest content exam. In addition, the treatment group statistically

significantly improved attitude scores compared to the control group which validates the primary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the pretest/posttest Language Attitude Survey (LAS). Also, the findings of the ANCOVA validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

The treatment and control groups were tested according to the LAS subscale one, *structure and inherent usefulness of nonstandard and Black English*. The treatment group statistically significantly improved attitude scores compared to the control group which validates the secondary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than the control group who did not receive the intervention as measured by the LAS subscale, *structure and inherent usefulness of nonstandard and Black English*. Also, the findings of the ANCOVA validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

The treatment and control groups were tested according to the LAS subscale two, *consequences of using and accepting nonstandard and Black English in the educational setting*. The treatment group statistically significantly improved attitude scores compared to the control group which supports the secondary hypothesis that pre-service teachers

will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the LAS subscale, *consequences of using and accepting nonstandard and Black English in the educational setting*. Also, the findings of the ANCOVA validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

The treatment and control groups were tested according to the LAS subscale, *philosophies concerning the use and acceptance of nonstandard and Black English dialects*. The treatment group statistically significantly improved attitude scores compared to the control group which supports the secondary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of English after the intervention of the language unit than a control group who did not receive the intervention as measured by the LAS subscale, *philosophies concerning the use and acceptance of nonstandard and Black English dialects*. Also, the findings of the ANCOVA validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest.

The treatment and control groups were tested according to the LAS subscale, *cognitive and intellectual abilities of speakers of nonstandard and Black English*. The treatment group statistically significantly improved attitude scores compared to the control group which validates the secondary hypothesis that pre-service teachers will have more favorable attitudes toward language diversity/non-mainstream varieties of

English after the intervention of the language unit than a control group who did not receive the intervention as measured by the LAS subscale, *cognitive and intellectual abilities of speakers of nonstandard and Black English*. The findings of the ANCOVA trended toward significance but did not achieve it and thus do not validate that the effects of the treatment were statistically significant even after the effects of gender, education level, age, language spoken, and languages studied were removed from the comparison of interest. One explanation is that LAS subscale four included only two items while the other subscales included more items; the measure may not be sensitive enough to detect differences.

Overall, the treatment group statistically significantly improved scores for the content test and the LAS survey. In addition, the treatment group statistically significantly improved scores on each of the LAS subscales except for *cognitive and intellectual abilities of speakers of nonstandard and Black English*. It is always a concern that participants who take a pretest/posttest survey will improve their scores merely because they have taken the same test twice. In this research, the treatment group improved and decreased their LAS score significantly, indicating more favorable attitudes while the control group significantly worsened and increased their LAS scores indicating less favorable attitudes. The fact that taking the test twice worsened scores for the control group strengthens the finding that treatment worked since the treatment group had to overcome the take-it-twice effect.

Qualitative data summary

Pre-service teachers expressed their knowledge of linguistic concepts according to the curricular lecture topics and readings covered in the language unit. Pre-service

teachers expressed their understanding of (a) general content knowledge, (b) language content knowledge, (c) social language concept knowledge, (d) standard language concept knowledge, and (e) pedagogical concept knowledge. There were many compelling language concepts that affected student thinking about language in general. For example, phonetics, phonological, morphological and syntactic information provide the building blocks for understanding how human language functions. Learning the components of human language provides foundational information that affects the interpretations of higher language levels including semantics, pragmatics, and discourse.

Information about the components of human language provides the first concepts that can begin enlightening students as to the differences between writing and speaking. In addition, information about the components of language also gives monolingual students insight into what types of specific issues language learners might encounter when acquiring English. Studying the components of language reveals the complexity of how language works and is important in establishing the legitimacy of the field for students. Legitimacy is important for student acceptance of some of the more controversial topics in linguistics such as "all languages are equal".

The idea of language change presented students with how all living language varieties evolve over time and that this change is natural and unavoidable. Information about language change is important for student understanding about language acquisition, the differences between writing and speaking, and the idea that "all language varieties are equal". The phenomenon of language change is important because living languages represent a biological and living part of the human experiences as opposed to dead languages that are not spoken by any speech community (Pinker, 1994). Students can

then begin to think of change as natural and virtually unstoppable instead of something aberrant and in need of constant vigilance against change (Bruthiaux, 1992; Cooper, 1989).

The idea that “all languages varieties are equal in terms of linguistic complexity” was one of the most controversial concepts for students to understand. Students expressed that this notion was “the hardest to understand,” “as a non-linguist it was hard for me to understand at first,” and “at first i (sic) could not get my mind around this idea.” Pre-service teachers used many different strategies to make sense of this notion including universality/similarity, flexibility, effectiveness, superior/inferior, and novelty. Students used the strategy that since language is universal to all humans and that all languages have certain similarities, then all language varieties could be considered equal. Students used the idea that all human language is flexible enough to add concepts and create a new lexicon as needed. One student used the idea of the effectiveness of a language variety and concluded that languages “accomplish communication differently”; therefore, it would be “impossible” if not “pointless” to “rate languages”. Students also used the idea that language varieties should not be superior or inferior as a way to make sense of the “all languages are equal” notion. Students were also compelled by the novelty of the information stating that “I was never taught this way, nor have I thought this way” and “I never thought in this way.” The use of different strategies shows that students were intrigued by this information and thought extensively to make sense of the “all languages are equal” idea.

Understanding the first language acquisition process in humans gives insight and provides basic principles for understanding the second language acquisition process

(Fillmore & Snow, 2000; Hamers & Blanc, 2000) as well as the phenomenon of bilingualism. In addition, the idea of the innateness of language in humans provides more evidence for student acceptance of the more controversial topics in linguistics. The language acquisition process provides another basis for understanding the difference between writing and speaking. Speaking and acquiring language is a natural process that occurs in humans without deficits (Pinker, 1994). Literacy, on the other hand, is different than language acquisition (Lippe-Green, 1994). Literacy has to be carefully taught and it is best acquired after a language has already been established (Fillmore & Snow, 2000; Lippe-Green, 1994).

The differences between writing and speaking are fundamental for instructors to understand because spoken and written language are "so intertwined that we are sometimes incapable of distinguishing between them" (Lippe-Green, 1997, p. 18). Educators must understand that "writing systems are a strategy developed in response to demands arising from social, technological, and economic change (Lippe-Green, 1997, p. 21). Writing systems are technologies that "translated the spoken language into written language form" (Lippe-Green, 1997, p. 21). Written language is a representation of spoken language but not the same as spoken language. Acquiring written language skills involves "learning a new set of rules" to accomplish this translation from spoken language to the written form (Lippe-Green, 1997, p. 21). Learning a new set of rules takes time, "must be consciously and rigorously taught" and "it is a skill which will be acquired with differing degrees of success" (Lippe-Green, 1997, p. 20).

The study of the fundamental components of language, language change, the difference between writing and speaking, 1st and 2nd language acquisition, and

bilingualism provide the basis for the study of sociolinguistic concepts. The main sociolinguistic concept that was included in the language unit was the study of variation. The study of variation is vitally important for monolingual and mono-cultural pre-service teachers who may not be aware of the types of variation in language or the types of variation that they use in daily life. Students were able to see their own functional use of language. Students also studied regional and social variation and discussed these forms of variation including African American vernacular English (AAVE), Creole languages, and other forms of regional English in Missouri.

Most importantly, students connected the information from the language unit with education in various ways. Pre-service teachers expressed concern and care for students who would be in their classrooms and the idea that it is the teacher's responsibility to understand and know the cultural backgrounds of students in their classrooms. In addition, teacher and student communication was seen as something that can be enhanced by the use of linguistic information.

Pre-service teachers expressed their attitudes and beliefs about language in many ways. Pre-service teachers expressed their attitudes towards language variety by acknowledging the importance of language knowledge. In contrast, only one pre-service teacher dismissed the importance of language knowledge and one pre-service teacher dismissed the importance of diversity. Overall, pre-service teachers acknowledged the importance of language knowledge and diversity more often than they dismissed it.

Pre-service teachers indicated their attitudes when they talked about functional, social, and regional variation in language and by the ways they chose to describe different forms of variation. There were negative comments with regard to variety. These

comments included descriptions of certain varieties as “the worst” or that they “sounded ignorant or uneducated.” Nevertheless, overall more positive comments were made with regard to different language varieties than negative.

Pre-service teachers identified or empathized with the majority cultures. Their comments indicated a favorable attitude and solidarity toward the majority culture. However, this solidarity in turn caused less than favorable attitudes towards minority language varieties. On the other hand, pre-service teachers identified or empathized with the minority cultures. Their comments indicated a favorable attitude toward the minority culture, yet they had mixed feelings about accepting cultural language variety within formal classroom settings.

Students indicated their attitudes when discussing their views on Standard English. The discussion of the standard variety produced a variable range of attitudes. For example, pre-service teachers value the standard variety because it can lead to success and advancement in society. Pre-service teachers felt that knowledge of the standard would allow the speaker "to succeed in higher level courses" or "to succeed in higher education and careers". Often pre-service teachers explained the demand for the standard as a requirement of society. The standard variety was very often used as Lippe-Green (1997) suggested as a threat against failure or as a motivator for success in greater society.

Some pre-service teachers expressed negative attitudes toward nonstandard varieties of English arguing that allowing students to use "their native dialects and customs" would be giving students "permission to fail in the professional world".

On the other hand, many pre-service teachers expressed positive attitudes towards the acceptance and use of nonstandard varieties. The pre-service teachers who expressed positive attitudes seemed to understand the extent which they will encounter diversity in the classroom and that language is a part of culture. They agreed that constant correction can be detrimental and can make "students shy away from the classroom".

Overall, there were substantially more positive remarks regarding language variety than negative remarks. Students demonstrated more reflective awareness of their use of terms to describe language variety. For example, one pre-service teacher stated that "recently I have started to catch myself when saying "slang" or that a certain language is not a "proper" language, but it's really hard!" Using more positive descriptions of stigmatized language varieties changes the attitudes towards those varieties.

I identified four overarching demographic factors that indicated how a student would react to the information and the types of language attitudes that they would hold. These trends included gender, class section, and language experience. Many male students expressed the strongest language toward language variety. They indicated that certain language varieties were "wrong," should not be "validated," or were not "appropriate for any occasion." Likewise, the male students in the Monday morning group represented the pre-service teachers with the least favorable attitudes toward language variety. Language experience had the greatest impact on language attitudes. Students with some language training or other cultural experiences tended to have more favorable attitudes towards language variety.

Curricular evaluation summary

Overview of materials. Adding readings and activities to the curriculum had the greatest impact on improving the pilot curriculum. These readings better connected the material with education. The activities may still need to be connected to education in a more explicit ways. Many students enjoyed the activities referring to them as "my favorite part of the entire teaching section", "in class activities were great", and "I really liked the activities that we participated in, especially the video clips at the end". The activities helped to link the readings and classroom observations.

What I learned. I got many positive remarks about the curriculum and some suggestions such as shorter readings or less complicated readings. As many students expressed in both classes, some of the readings were considered long and repetitious. Some students found that the language in the readings was "hard to read", "dense," or "way over my head." However, all the articles were discussed in detail on the DB forums. Some articles like "Trilingualism" were given high marks (Baker, 2002). In addition, "Chatterboxes" and "Baby Born talking, describes heaven" (Pinker, 1994) were also well received and described as "interesting" by many students who were interested in language acquisition. The reading "Linguistic facts of life" (Lippe-Green, 1997) which described the concept that "all language varieties are equal" provoked so many detailed and thoughtful responses that it received its own code (CK>LC>ALE).

The readings will have to be re-evaluated taking these comments into consideration. I plan to re-read the articles to see where the content could be considered repetitious. As far as the readings being "way over my head," I can suggest the students use a reference of some kind to help with comprehension. I can also invite students to explicitly be more tolerant of ambiguity as they develop understanding through dialogue

with peers and the teacher.

Many agreed that eight hours was too short for the amount of material covered stating that "only having a month of lecture to learn all of the basics I found the content quite ridiculous." The amount of material also made some feel overwhelmed and they questioned what they could do with the information. Some pre-service teachers began to question "the right way of speaking" and the "right way in a classroom to speak," while others grappled with balancing acceptance of BEV with the need to be able to write in standard English.

Another improvement from the pilot was my performance of the first two lectures. I really practiced the first two lectures several times in front of various classes. I wrote each lecture out word for word and practiced using that written text. These improvements alone gave me confidence that students could better enjoy the material if presented well.

I also learned that I should ask questions in moderation. I tended to ask questions hoping for students to interact by answering these questions. However, when I asked too many questions on the DB, I may have scared people off from responding or even annoyed them. In any case, they did not answer my questions. I also may use the method from the pilot of answering long paragraphs full of linguistic information in addition to the method I used for this implementation of putting the student statement above my comment. Using both methods will insure that sufficient information is given, but at the same time, allow for direct comment on student concepts so that they know exactly what part of their post link to my comments.

I also need to make clearer distinctions between writing and speaking. Pre-service teachers demonstrated confusion about these differences. Knowledge of the differences between writing and speaking are vital for educators to understand as they work with children with varied orientation to print mediums. More and clearer instruction needs to be added so that such confusions can be overcome.

Since I had the opportunity to do a pilot study where I collected DB texts, I used these texts to provide me with guidelines for further development and implementation of the linguistic curriculum. I wanted to present the material so as to dispel the "common sense" notion of language information (Lippe-Green, 1997; Pinker, 1994). I also wanted to be comfortable enough with the information to be able to provide evidence to counter these "common sense" notions. Most importantly, I wanted to make a connection between the study of linguistics and its importance to education. The curricular pieces also need to be integrated with activities and assignments so other teacher educators can use these units in their classes.

During the pilot study, I received comments that the material reflected 'common sense' knowledge. Students seemed to be saying that the linguistic content is already known and so does not need to be taught when actually, when it comes to linguistic information, linguistics runs counter to notions most people feel are common sense (Bruthiaux, 1992; Cooper, 1989; Lippe-Green, 1997; Pinker, 1997). This "common sense" notion also made the topics I was presenting less important for students so they could dismiss the information without really trying to understand the challenging material. I reasoned that if the students got a thorough review of linguistics, then they might see that "common sense" notions must be suspended when studying language. I

wanted them to see and understand the complexity of systematic language and invite them to think and reflect on the implications of language acquisition and use for teachers. While I may not have convinced everyone that sociolinguistic claims were valid, the quantitative and qualitative findings provide strong evidence that students can better interpret assumptions about language and learning when exposed to sociolinguistic curricula. I accomplished my goals of improving the language unit and minimizing the "common sense" responses from the DB forums. There are still improvements to be made as this language unit continues to evolve.

What they learned. Many students expressed that the information in the language unit was new to them or included content to which they had never been exposed. Moreover, the information caused them to think in new ways. Students also learned specific linguistic topics such as the components of language including phonetics, phonology, morphology, and syntax. Students were also intrigued by the material stating that the information was "interesting," "fascinating" or "incredible."

Pre-service teachers learned that constant correction of a student's use of nonstandard English could be "detrimental" to the student. They commented that this method could cause students to "shy away from the classroom." One pre-service teacher commented that "the most important thing is that you never want a child to stop talking to you because of the way they speak or pronounce words." Another student's beliefs were clearly changed when she considered how important culture is to students because it comes from their family: "(W)e as teachers should embrace their culture and their language if it is something different than ours and try to understand it instead of telling them they are wrong."

Pre-service teachers learned many fundamental aspects of linguistics. They also learned many things regarding language and culture. They became more aware of different types of language variety including functional, regional, and social variation. Most importantly, they learned that the study of language is directly related to education including the types of interactions that they will encounter in the classroom.

Change steps. The final two lectures need to be as tight as the first two lectures. These lectures are still developing and more studies need to be added that link the first two lectures with the last two lectures. With that in mind, I need to add a better connection to education within my lecture materials and not just in the readings. The reason that this connection needs to be made clearer in the lecture material is because students do not always participate in the readings. Adding this information to the lectures will go far to reach skeptics and those who have closed their minds early to the content. Maybe a good start to creating this connection is to add a discussion of the readings that can be done face to face during class lecture time. Moreover, I need to add more content to the last two lectures such as adding a discussion of the English only movement. Information on the English only movement will lead to connections to the many political issues around language.

I need more activities including multimedia activities, such as ones that I proposed in my methodology section but was not able to complete before the present curriculum implementation. These activities then need to be connected concretely with education and its importance in the classroom or they may lose meaning for the students. Pre-service teachers enjoyed these activities and gained a great deal of knowledge about language from the experiences because they provided hands-on language training.

I need to make better connections between the material in the language unit and its connection to various subjects that pre-service teachers will be teaching. Most of the material at this point in development connects the information in the language unit with literacy and the teaching and learning of these skills. However, one pre-service teacher challenged me this way: “(I)f you can show me how I will be able to use the ideas from an article like ‘The Educational System’ in my high school algebra lessons, then I may revise my opinion.” I need to add an intentional connection to math, science, and other academic studies.

Also, if I teach this material again in the Introduction to Learners and Learning class, then I need to make sure that I make a clearer connection to the curricular goals of the class so that students do not think that this material is an unnecessary distraction. Making a clearer connection of the material in the language unit with the class requirements can aid in countering some student resistance. Alternatively, this material may need to find a better home altogether in another class such as anthropology or social studies. As US schools continue to become more diverse, this material might be used to create a new course with more elaborated goals and objectives to help teachers feel more prepared to teach English language learners. Still, this material seemed to reach many pre-service teachers and provided them with vital information that they will need before they enter the classroom. In addition, this information can help them interpret events when they observe in diverse classroom and school settings.

One way to improve the connection between education and the material would be to find ways to connect the International Phonetic Alphabet skills (IPA) activities with learning to read or other literacy skills. For example, although considered by many to be

a repulsive goal (Lippe-Green 1997), accent reduction could be one use for the IPA skills. Since one desire for certain pre-service teachers is to Americanize the students, accent reduction should appeal to that goal. During the summer, I lectured to graduate education students who are currently in classrooms. These students were assigned to respond to DB forums regarding my lecture. Many students remarked that after listening to my lecture on phonology they finally understood the IEP information regarding the phonological development of the student. For that reason, another way to connect IPA activities with daily educational experiences is to look at individual education plans (IEP) and search for phonetic and phonological information that is usually a part of this plan. I can then add this content to my lecture information. Making these additions to the curriculum will go even further to dispel “common sense” notions of language.

Future curricular plans. I wanted to bring an awareness of variety that was possibly non-existent with a monolingual and mono-cultural population of students (Lippe-Green, 1997). This understanding starts with the study of phonetics and phonology. Phonetics and phonology are the stepping stones or basics for understanding all higher language concepts. For example, the study of phonetics and phonology are key to understanding every other concept in linguistics such as how language works, how to use description, language acquisition, variation, and language change. Language acquisition provides a base for understanding language variation. Language change provides convincing evidence for the arbitrariness of language that, in turn, helps people understand the concept that all language varieties are equal. With these goals in mind, I plan to develop the content of the language unit further to improve the learning outcomes for pre-service teachers.

Qualitative and quantitative comparison

How the findings fit with the empirical findings of others. In the present study of pre-service teachers, the overall baseline mean attitude score was 63.5 for the treatment group and 57.3 for the control group. These scores were somewhat lower than the in-service teachers studied by Taylor (1983) who scored 68.9 on the same instrument. Although far from definitive, these findings suggest that pre-service teachers might have less negative attitudes than in-service teachers.

The pre-test mean score on subscale one, *structure and inherent usefulness of nonstandard English* for the treatment group was 8.95 and 8.15 for the control group for the present study. These scores were somewhat lower than the teacher scores found in Taylor's (1983) study who scored 9.1. The attitudes of respondents in the present study were somewhat better than in-service teachers in Taylor regarding the *structure and inherent usefulness of nonstandard English*.

In the present study, the pretest mean scores for subscale two, *consequences of using and accepting nonstandard English in the educational setting* for the treatment group was 24.5 and 22.2 for the control group. These scores for the subscale two were only marginally lower than Taylor's (1983) in-service teachers (28.1). That is, the attitudes of pre-service teachers in the present study were somewhat better than attitudes of in-teachers regarding the *consequences of using and accepting nonstandard English in the educational setting*. This may be that over 25 years, more language diversity in the US has increased tolerance.

The pretest mean score for subscale three, *philosophies concerning use and acceptance of nonstandard English in educational and other social settings* for the

treatment group was 23.8 and the pretest mean score for the control group was 21 for the present study. In Taylor (1983), the average score of participants for subscale three, was 24.9. The scores in the present study were only marginally lower than the findings of Taylor (1983). That is, the attitudes of respondents in the present study were somewhat better than attitudes of in-service teachers regarding the *philosophies concerning use and acceptance of nonstandard English in educational and other social settings*.

The pretest mean score for subscale four, *cognitive and intellectual abilities of speakers of Black English* for the treatment group was 6.2 and the pretest mean score for the control group was 5.9 in the present study. These scores were somewhat lower than teachers studied by Taylor who scored 6.8 for subscale four. The attitudes of pre-service teachers in the present study were somewhat better than the in-service teachers in Taylor (1983) regarding the *cognitive and intellectual abilities of speakers of Black English*.

Overall, pretest means for treatment and control groups of pre-service teachers were slightly lower in the present study compared to the scores of Taylor (1983). These findings suggest that today's pre-service teachers may have better attitudes than in-service teachers from over 25 years ago. While these findings indicate that current attitudes towards nonstandard English were slightly improved, negative attitudes still persist. Taylor (1983) reports that teachers in schools with a White population of students tended to have negative attitudes towards nonstandard varieties of English. Other researchers have found similar attitudes that result in problematic pedagogical responses (Delpit & Kilgour, 2002; Fillmore & Snow, 2000; Godley et al., 2006). The findings of the present study, while somewhat better than overall attitudes of teachers studied by Taylor (1983), indicate that negative attitudes are still present in pre-service teachers.

Negative attitudes toward stigmatized language varieties can produce pedagogical responses that are damaging or counterproductive to students (Delpit & Kilgour, 2002; Fillmore & Snow, 2000; Godley et al., 2006). Therefore, curriculum that supports preparing pre-service teachers for linguistically diverse classrooms can produce positive changes in belief systems about language. Several studies have documented that educators exposed to sociolinguistic principles are more likely to reject stereotypes associated with stigmatized varieties of English (Godley et al., 2002). The findings of the present research validate the results of these studies that linguistic training of pre-service teachers can positively change attitudes toward stigmatized varieties of English.

In general, the dominant language group tends to have negative language attitudes towards non-dominant, nonstandard or non-native varieties within any speech community (Giles, Hewstone, Ryan, & Johnson, 1987; Lambert, et al., 1960; Ryan & Giles, 1982). These negative attitudes include negative beliefs about grammaticality, logic, and even morality of speakers of these stigmatized varieties (Bruthiaux, 1992; Crawford, 1992; Delpit & Kilgour, 2002; Fillmore & Snow, 2000; Godley et al., 2006). Language attitudes in the US and language attitudes of teachers in the US are no different.

How the findings fit with the theory. Preparing and persuading educators to support alternative approaches to the use of stigmatized varieties in the classroom is difficult because negative attitudes toward stigmatized varieties are not limited to educators and are widespread. For example locally, a ballot initiative to make English the official state language passed by a large margin. Furthermore, changing teacher attitudes is difficult because beliefs tend to be stable over time and "resistant to change when deeply held and related to issues of personal identity" (Godley et al., 2006, p. 31).

Therefore, educational programs should provide multiple opportunities for pre-service teachers to examine and challenge their own beliefs about language use to overcome resistance to alternative approaches to the use of stigmatized varieties of English. Using sociolinguistic principles has been shown in this study and others to produce positive changes in pre-service teacher's attitudes about language (Godley et al., 2002). The findings of the present research validate the results of these theories that linguistic training of pre-service teachers can positively change attitudes toward stigmatized varieties of English.

Because most educators come from the dominant language group and dominant culture (Grinberg & Goldfarb, 1998; Lawrence, 1998; Meier & Stewart, 1991), they are also a monolingual and monocultural group that has little experience with other cultures or languages (Rao, 2005/2006). Typically, dominant groups lack the knowledge and specialized skills to meet the needs of culturally and linguistically diverse student populations (Osajima, 1995). In addition, the population of language minority students entering US schools is growing (Dieker, Voltz & Epanchin, 2002). According to Godley et al. (2002), "few studies of teacher preparation for dialect diversity can be found in the educational and linguistic literature" (p. 31). Therefore, this research contributes to the curriculum development and studies on teacher preparation.

Implications. The findings of this study have implications for teacher-education. Because most educators are from a monocultural and monolingual group and student diversity is on the rise, curriculum that exposes pre-service teachers to the types of linguistic diversity that they are likely to encounter is essential. This type of curriculum is essential because language attitudes play a significant role in the experiences of students

in schools and often relate to predictions of students' scholastic achievement by educators. Therefore, curriculum that targets attitude change becomes even more vital to the success of language minority students and to speakers of stigmatized varieties of English. Teacher education with a focus on linguistic knowledge can also foster school cultures that are inclusive of diverse linguistic behavior of students. Moreover, teacher preparation grounded in linguistic principles can help educators develop alternative and productive pedagogical strategies for students' language choices that aid in accepting and acquiring the standard language form.

These findings have implications for schools because schools have a direct impact on student learning and creating positive learning environments. This impact can manifest positive outcomes for students such as maintaining high expectations for all students, recognizing and exploiting students' talents, and reducing educational inequities in educational outcomes. These findings have implications for communities and society as a whole because schools are a critical agent of social change.

Limitations. This research was based on a limited amount of data regarding the effectiveness of the language unit. Pretest/posttest survey data were collected in a total of four education classes with 60 total participants. To accurately evaluate how well the language unit delivers content knowledge and changes attitudes, more data would need to be collected. Also, these 60 participants may not be representative of pre-service teachers in general. Since the version of the language unit being presented is still in its infancy, there will, no doubt, be room for improvement. Another teacher preparation program may have different results if this curriculum is implemented, so the findings of this research are not generalizable to another program or class.

The curriculum was only implemented for the treatment groups. As a counterbalance, treatment could later be given to the control group to assess their learning and attitude. In addition, pre-service teacher attitude could be measured longitudinally as they transition into actual teaching. Participants could be tested at various periods such as three to six months after implementation. Also, developmental case studies could be conducted. Finally, the curriculum was only implemented at a Midwestern university. For a better understanding of the effectiveness of the language unit, the curriculum should be implemented in diverse areas of the country, as well as different parts of the world.

In this research, the survey was used as a measure to determine the effectiveness of the language unit with regard to changing attitudes toward nonstandard and African American Vernacular English (AAVE). The Language Acquisition Survey (LAS) used a self-evaluative direct measure. However, other measures of language attitudes, both direct and indirect are available. Other measures for content, such as essay tests, can further evaluate student learning as well.

In this research, the pre-service teachers were not randomly assigned to groups. Instead, a purposive sample of 60 participants was used. Having participants randomly assigned to groups may change outcomes for student learning and attitude change. While this research used both quantitative and qualitative measures to determine if content was learned and attitudes were changed, it used limited statistical analysis to mark this change. Other statistical analysis should be performed that include confirming the gender differences or other variables suggested in the qualitative data of this study.

Areas of future research. The curriculum should be expanded and implemented in diverse settings. Participants should be assigned randomly to groups for testing of

curriculum. The curriculum should include long-term studies to see how and if attitudes are changed over time. Additional research is needed that will follow pre-service teachers into the classroom to see how teaching practices are affected by teacher education programs that prepare educators for linguistically diverse classrooms. The curriculum should be expanded to include more topics. There should be other measures to evaluate language attitudes besides the LAS. For example, language attitude researchers suggest using a matched-guise protocol as an indirect measure of language attitudes (Giles, Hewstone, Ryan, & Johnson, 1987; Lambert, et al., 1960).

Conclusion

The present study adds curricular content on diversity and development from a linguistic perspective that is important for many reasons. While other forms of discrimination are rejected in current US culture, language discrimination is still fair game. In fact, language discrimination is considered normative in cases of employment and education. And in society at large, each person holds his or her own language bias that often link morality and virtue with the choice of language variety.

When sociolinguistics is taught and understood, the study can offer a chance for people to let go of their biases, yet it can also give them a certain pride in their own unique variety. No longer can language choice be used as a weapon. I view this information as very empowering because it is for everybody. For example, many if not most people can identify with being “corrected” on their speech pattern especially when they were young. We are told that our language choices are somehow part of our morality. We are told that our language choice makes us intelligent. These notions are wrong and finding this out can be liberating. Educators who find this information

liberating are then in the position to make changes in the classroom, possibly affecting society at large. Viewing language variety as inevitable and rich rather than as wrong and as a deficit will encourage teachers to integrate language reflection and study across the curriculum. Students will be encouraged to develop multilingual skills so they can code switch as appropriate in various sociocultural settings.

Teaching linguistic information gives pre-service teachers access to information they may not hear in other classes and a different perspective to view diversity and development. For pre-service teachers with limited experiences with diversity, this curriculum provides an important and alternative curricular approach to diversity than in a multicultural course. This curriculum is important because linguistics is an esoteric field of study and exposure to the content is unique for students. Most importantly, language information is vital to every human interaction and for this reason educators should not be without it. Pedagogical choices, teaching literacy, math, science, communication and social skills are all affected by language information.

Overall, this research validates current research and theory on teacher preparation and language attitudes. Both the qualitative and quantitative findings of the present research validate the theory that linguistic training for pre-service teachers can positively change attitudes toward stigmatized varieties of English. In addition to attitude change, alternative pedagogical applications were considered by pre-service teachers. This research contributes to curriculum development for preparing educators to teach in linguistically diverse classrooms.

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Appendix A

Demographics:

My gateway username or ID number
Language spoken:
Language studied:
Major:

Sex:	M	F
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Highest Level of education completed:	High school	Undergraduate	Graduate
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Age:	18-28	29-39	40-50	51+
How much have you traveled?	Only in Missouri	Occasionally to other states	Frequently to other states	Outside the US

Ethnic origin: Check all that you identify with	White (not Hispanic)	African-American	Asian	Hispanic	Other
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Appendix B

Linguistic content test

Multiple-choice:

1. Variation is natural to all languages:

a. at every level.
b. at the syntactic level
c. at the phonetic level
d. at almost every level

2. Children:

a. are born with the ability to perceive the entire set of possible human sounds.
b. eventually restrict themselves to the ones they hear used around them.
c. exposed to more than one language during the language acquisition process may acquire more than one language, if social conditioning factors are favorable.
d. all of the above

3. The standard dialect is:

a. the "correct" way to speak the language.
b. more complex, more logical, more expressive than the nonstandard dialects.
c. both a and b
d. neither a or b

4. All are considered language acquisition universals except:

a. There is a finite set of potentially meaning bearing sounds (vowels, consonants, tones) which can be produced
--

by human vocal apparatus.
b. The set in its entirety is universal, and available to all physical human beings without physical handicap.
c. Language must be carefully taught to children in order for them to acquire a language properly.
d. At some time in adolescence, the ability to acquire language with the same ease as young children atrophies or weakens.

5. The only difference between the phoneme /k/ and /d/ is:

a. place of articulation
b. manner of articulation
c. aspiration
d. both a and b

6. All of these are names of writing systems except:

a. syllabic
b. logographic
c. alphabetic
d. phonetic

7. Language change can occur at:

a. a phonetic level
b. a morphological level
c. both a and b
d. neither a or b

8. The only differences between the phoneme /v/ and the /b/ are:

a. manner of articulation
b. place of articulation
c. both a and b
d. neither a or b

True/False

1. Written language and natural language (spoken, sign) are fundamentally different systems.	T	F
2. Linguists look at language prescriptively as opposed to descriptively.	T	F
3. The only difference between the phonemes /t/ and /d/ is voicing.	T	F
4. Language is defined as a system of meaning shared by people.	T	F
5. Language acquisition is innate.	T	F
6. Language can vary regionally, functionally, and socially.	T	F
7. As every generation acquires language, it changes the language just a little.	T	F
8. A pidgin evolves from a Creole language	T	F
9. There can be positive and negative consequences to bilingualism depending on the sociocultural environment of the language learner.	T	F
10. <i>Soda</i> and <i>Pop</i> are considered examples of social variation.	T	F
11. Standard languages are associated with prestige, a linguistic factor rather than a social factor.	T	F
12. Sign languages are pantomimes and gesture, inventions of educators, and/or a translation-system based on the spoken language of the surrounding community.	T	F

Appendix C

LAS form 2

1. The scholastic level of a school will fall if teachers allow Black English to be spoken.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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2. Children who speak only Black English lack certain basic concepts such as plurality and negation.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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3. Acceptance of Black English by teachers is vitally necessary for the welfare of the country.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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4. To reject Black English is to reject an important aspect of self-identity of African-American people.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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5. A teacher should correct a student's use of nonstandard English.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

6. Nonstandard English is as effective for communication as is Standard English.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

7. The elimination of nonstandard dialects of English is necessary for social stability.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

8. Attempts to eliminate Black English in schools results in a situation that can be psychologically damaging to African-American children.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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9. Teachers should avoid criticism of nonstandard dialects of English.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

10. The sooner we eliminate Black English, the better.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

11. Black English should be encouraged because it is an important part of African-American cultural identity.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

12. In a predominantly African-American school, Black English as well as Standard English should be taught.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

13. Black English is a poorly structured system of language.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

14. Complex concepts cannot be expressed easily through nonstandard dialects like Black English.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

15. Black English is a clear, thoughtful, and expressive language.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

16. Continued usage of nonstandard dialects of English would accomplish nothing for society.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

17. The possible benefits to be gained from approval of Black English do not alter the fact that such approval would be basically wrong.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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18. Nonstandard English should be accepted in society.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

19. Allowing Black English to be spoken in schools will undermine the schools' reputation.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

20. The sooner we eliminate nonstandard dialects, the better.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	-------------------------------	----------	----------------------

21. Nonstandard English should be accepted socially.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	-------------------------------	----------	----------------------

Appendix D
Department of Teaching & Learning

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E-mail: Virginia.Navarro@umsl.edu
lisa@sonicamigos.com

Informed Consent for Participation in Research Activities
Dissertation: Language Unit

Participant: _____ HSC Approval Number: _____
Investigator: __Maria Elisa Paredes (Lisa) SI's Phone Number: _618-236-2877_____
Faculty Advisor: Virginia Navarro, Ph.D. PI's Phone Number: 314-516-5871

Why am I being asked to participate? What is the purpose of this research?

You are invited to participate in a language study conducted by Lisa Paredes and Dr. Virginia Navarro in the Division of Teaching & Learning at the University of Missouri-St. Louis. This research allows the student researcher to complete a dissertation project in order to finish the doctoral program.

You have been asked to participate in the research because you are taking an education class and may be eligible to participate. We ask that you read this form and ask any questions you may have before agreeing to be in the research.

Your participation in this research is voluntary. You may choose not to participate, or to stop your participation in this research, at any time. This decision will not affect your class standing or grades at UM-SL. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

What procedures are involved?

If you agree to be in this research, you will be asked to participate in a pretest/posttest language survey and allow the researcher to use on-line discussion board (DB) texts created during an education class in which you are enrolled.

You will be asked to take a three-part pretest/post test language survey:

- Part 1. Demographics,
- Part 2. Knowledge of language
- Part 3. Attitudes toward nonstandard English.

Also, you will be taking a language and diversity unit developed for your education class but the instructor of record will not be presenting the language unit. Lisa Paredes, a graduate student, will be presenting the language unit.

Approximately 100 participants may be involved in this research at the University of Missouri-St. Louis.

What are the potential risks, discomforts, and benefits to taking part in this research?

The pretest/posttest survey asks about your attitudes toward Black English which is a controversial topic in our society. For this reason, you may have uncomfortable feelings when you take this survey. If you do experience any discomfort from the terms or content used in the language unit study or tests, you may contact counseling services at

<http://www.umsl.edu/services/counser/>

UM-St. Louis 126 Millennium Student Center.

One University Boulevard.

St. Louis, Mo. 63121.

(314)516-5711.

For participants who want further information about Black English/African-American Vernacular English (AAVE), notify the primary investigator Lisa Paredes for a list of follow-up resources and materials.

Your participation will allow the researcher to complete an independent research project in order to finish her graduation requirements for the doctoral program in educational psychology.

Are there benefits to taking part in the research?

You will learn a great deal about language and current linguistic theory. It is my hope that this information will be beneficial when you are working in the classroom.

What other options are there?

As part of the assignments for the class, you will be asked to respond to on-line DB forums. I would like permission to analyze your DB responses to these forums for my research. If you do not wish to participate in this research, your class responses on the DB will not become part of the study. Your choice to participate or NOT participate will have NO effect on your unit grade. If you choose not to participate in this research, your grade will not be affected in any way

Will I be told about new information that may affect my decision to participate?

During the course of the study, you will be informed of any significant new findings (either good or bad), such as changes in the risks or benefits resulting from participation in the research, or new alternatives to participation, that might cause you to change your mind about continuing in the study. If new information is provided to you, your consent to continue to participate in this study will be re-obtained.

What about privacy and confidentiality?

The only people who will know that you are a research subject are members of the research team. No information about you, or provided by you during the research, will be disclosed to others without your written permission, except:

If necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the University of Missouri-St Louis Institutional Review Board monitors the research or consent process); or
if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. Any information that is obtained in connection with this study, and that can be identified with you, will remain confidential and will be disclosed only with your permission or as required by law.

Only members of the research team will have access to on-line DB texts. The content of the on-line DB will be coded and will be presented in a dissertation study. Identifiable information, such as names, will not be disclosed. The discussion board texts will be destroyed upon completion of the project after November 2008.

The research team will use and share your information until November 2008. At that point, the investigator will remove the identifiers from your information, making it impossible to link you to the study.

Do you already have contact restrictions in place with UM-SL? Yes No

(Example: no calls at home, no messages left for you, etc.)

Please specify any contact restrictions you want to request for this study only.

Will I be paid for my participation in this research?

You will not be paid for your participation in this research.

What are the costs for participating in this research and will I be paid?

There are no costs associated with participating in this research and you will not be paid for your participation in this research.

Can I withdraw or be removed from the study?

You can choose whether to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You also may refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If you decide to end your participation in the study, please complete the withdrawal letter

found at <http://www.umsl.edu/services/ora/IRB.html>, or you may request that the Investigator send you a copy of the letter.

Who should I contact if I have questions?

The researchers conducting this study are Lisa Paredes (investigator) and Dr. Virginia Navarro. You may ask any questions you have now. If you have questions later, you may contact the researchers at: Phone: 618-236-2877 for the student researcher or 314-516-5871 for Dr. Virginia Navarro. If you have any questions about your rights as a research subject, you may call the Chairperson of the Institutional Review Board at (314) 516-5897.

What are my rights as a research subject?

If you have any questions about your rights as a research subject, you may call the Chairperson of the Institutional Review Board at (314) 516-5897.

What if I am a UMSL student?

You may choose not to participate, or to stop your participation in this research, at any time. This decision will not affect your class standing or grades at UM-SL. The investigator also may end your participation in the research. If this happens, your class standing will not be affected. You will not be offered or receive any special consideration if you participate in this research.

What if I am a UMSL employee?

Your participation in this research is, in no way, part of your university duties, and your refusal to participate will not in any way affect your employment with the university or the benefits, privileges, or opportunities associated with your employment at UM-SL. You will not be offered or receive any special consideration if you participate in this research.

Remember: Your participation in this research is voluntary. Your decision whether to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

You will be given a copy of this form for your information and to keep for your records.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved. All signature dates must match.

Participant's Signature:

Date

Participant's Printed Name

Researcher's Signature:

Date

Appendix E
Department of Teaching & Learning

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Fax: 314-516-5348
E-mail: Virginia.Navarro@umsl.edu@umsl.edu
lisa@sonicamigos.com

Informed Consent for Participation in Research Activities
Three-part pretest/posttest survey

Participant: _____ HSC Approval
Number:
Investigator: __Maria Elisa Paredes(Lisa) SI's Phone Number: _618-
236-2877_____
Faculty Advisor: Virginia Navarro, Ph.D. PI's Phone Number:
314-516-5871

Why am I being asked to participate? What is the purpose of this research?

You are invited to participate in a language study conducted by Maria Paredes and Dr. Virginia Navarro in the Division of Educational Psychology at the University of Missouri-St. Louis. This research allows the student researcher to complete a dissertation project in order to finish the doctoral program.

You have been asked to participate in the research because you are taking an education class and may be eligible to participate. We ask that you read this form and ask any questions you may have before agreeing to be in the research.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

What procedures are involved?

If you agree to be in this research, you will be asked to participate in a pretest/posttest language survey.

You will be asked to take a three-part pretest/post test language survey:

- Part 1. Demographics,
- Part 2. Knowledge of language
- Part 3. Attitudes toward nonstandard English.

Approximately 100 participants may be involved in this research at the University of Missouri-St. Louis.

What are the potential risks, discomforts, and benefits to taking part in this research?

The pretest/posttest survey asks about your attitudes toward Black English which is a controversial topic in our society. For this reason, you may have uncomfortable feelings when you take this survey. If you do experience any discomfort from the terms in the tests, you may contact counseling services at <http://www.umsl.edu/services/counser/> UM-St. Louis 126 Millennium Student Center.

One University Boulevard.
St. Louis, Mo. 63121.
(314)516-5711.

For participants who want further information about Black English/African-American Vernacular English (AAVE), notify the primary investigator, Lisa Paredes, for a list of follow-up resources and materials.

Your participation will allow the researcher to complete an independent research project in order to finish her graduation requirements for the doctoral program in educational psychology.

Are there benefits to taking part in the research?

There are no benefits to taking part in the research.

What other options are there?

There are no other options.

What about privacy and confidentiality?

The only people who will know that you are a research subject are members of the research team. No information about you, or provided by you during this research, will be disclosed to others without your written permission, except:

if necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the University of Missouri-St Louis Institutional Review Board monitors the research or consent process); or
if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. Any information that is obtained in connection with this study, and that can be identified with you, will remain confidential and will be disclosed only with your permission or as required by law.

Only members of the research team will have access to the pretest-posttest surveys. The content of the surveys will be coded and will be presented in a dissertation study. Identifiable information, such as names, will not be disclosed. The pretest-posttest surveys will be destroyed upon completion of the project after November 2008.

The research team will use and share your information until November 2008. At that point, the investigator will remove the identifiers from your information, making it impossible to link you to the study.

Do you already have contact restrictions in place with UM-SL? Yes No

(Example: no calls at home, no messages left for you, etc.)

Please specify any contact restrictions you want to request for this study only.

Will I be paid for my participation in this research?

You will not be paid for your participation in this research.

What are the costs for participating in this research and will I be paid?

There are no costs associated with participating in this research and you will not be paid for your participation in this research.

Can I withdraw or be removed from the study?

You can choose whether to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You also may refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If you decide to end your participation in the study, please complete the withdrawal letter found at <http://www.umsl.edu/services/ora/IRB.html>, or you may request that the Investigator send you a copy of the letter.

Who should I contact if I have questions?

The researchers conducting this study are Maria Elisa Paredes (investigator) and Dr. Virginia Navarro. You may ask any questions you have now. If you have questions later, you may contact the researchers at: Phone: 618-236-2877 for the student researcher or 314-516-5871 for Dr. Virginia Navarro. If you have any questions about your rights as a research subject, you may call the Chairperson of the Institutional Review Board at (314) 516-5897.

What are my rights as a research subject?

If you have any questions about your rights as a research subject, you may call the Chairperson of the Institutional Review Board at (314) 516-5897.

What if I am a UMSL student?

You may choose not to participate, or to stop your participation in this research, at any time. This decision will not affect your class standing or grades at UM-SL. The investigator also may end your participation in the research. If this happens, your class

standing will not be affected. You will not be offered or receive any special consideration if you participate in this research.

What if I am a UMSL employee?

Your participation in this research is, in no way, part of your university duties, and your refusal to participate will not in any way affect your employment with the university or the benefits, privileges, or opportunities associated with your employment at UM-SL. You will not be offered or receive any special consideration if you participate in this research.

Remember: Your participation in this research is voluntary. Your decision whether to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

You will be given a copy of this form for your information and to keep for your records.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved.

All signature dates must match.

Participant's Signature

Date

Participant's Printed Name

Researcher's Signature

Date

—

Appendix F

Language Unit Requirements

There are 4 conditions that need to be met in order to successfully pass the language unit. You must attend classroom sessions regularly, participate in activities, read 8 texts and post to 5 discussion board (DB) forums.

There are 5 DB forums set up for written response. Readings will be attached to the first 4 DB forums. DB forum 5 is set up to allow you to comment about in-class conversations, lectures, and activities. Each DB forum may have links or other information for the student to explore. Each DB response must be at least 3 paragraphs in length. Respond to all 5 DB forums at least once. Also, read and respond to 5 instructor or student comments that have been previously posted for a total of 10 entries. Each DB entry is worth 10 points for a total of 100 points.

You can find the DB forums and the readings listed by class title and number under *Course in which you are enrolled* in My Gateway. Next, click on *Discussion Boards* in the menu on the left side of the window.

You are required to read the following articles:

1. Baker, J. (2002). Trilingualism. In L. Delpit & J. Kilgour (Eds.). *The skin that we speak*. (pp. 49-62). **AND** Fillmore & Snow. (2000). What teachers should know about language.
2. Lippe-Green (1997). Linguistic facts of life. In *English with an accent*. (pp. 3-40).

You have a choice to read **either** "Social contexts for ethnic borders and school failure." McDermott, R. P. & Gospodinoff, K. (2003). Social contexts for ethnic borders and school failure. In R. Harris, & B. Rampton (Eds.), *The language, ethnicity, and race reader* (pp. 276-290). **OR** Sheets, R. H. (2005). Chapter 12: Linguistic strengths of Mexican-American students. In *Diversity pedagogy*. (pp. 198-212).

3. Pinker, S. (1994). Chatterboxes. In *The language instinct*. (pp. 12-43). New York: **AND** Pinker, S. (1994). Bay born talking, describes heaven. In *The language instinct*. (pp. 265-301).

4. Ladson-Billings (2002) I ain't writin' nuttin': Permission to fail and the demands to succeed in an urban classroom. In L. Delpit & J. Kilgour (Eds.). *The skin that we speak*. (pp. 49-62).

You have a choice to read **either** Lippe-Green (1997). The educational system. In *English with an accent*. (pp. 104-132). **OR** Pinker, S. (1994). The language mavens. In *The language instinct*. (pp. 382-418).

Appendix G
Department of Teaching & Learning

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Informed Consent for Participation in Video Recordings

Language attitudes, linguistic knowledge and the multicultural education of pre-service teachers: A sociolinguistic study

Participant: _____ HSC Approval Number:
Investigator: __Maria Elisa Paredes SI's Phone Number: _618-236-2877____
Faculty Advisor: Virginia Navarro, Ph.D. PI's Phone Number: 314-516-5871

Why am I being asked to participate? What is the purpose of this research?

You are invited to participate in a video recording that will be as part of my dissertation materials. The video recordings of you will be used to create educational DVD's that I will use in my class to teach educators about language. The final DVD's will include clips of natural language interactions taken from the videotape.

Your participation in the video recordings and/or final DVD's is voluntary.

What procedures are involved?

If you agree to participate, I will videotape you using language as you talk to friends, family, teachers, or other interactions that involve the use of language. If you become uncomfortable with taping, you may stop the video recording at any time.

After, I will review and edit the recordings to create 7 different DVD's. These DVD's may become part of a permanent curriculum which will use the way you speak to show students different examples of language use. If, at any time, in the future you no longer want to be included in the curriculum, contact Lisa Paredes to be removed.

What are the potential risks, discomforts, and benefits to taking part in this research?

Since these DVD's will be used as part of a curriculum, your identity will not be disguised so that students may examine your face and body as you talk. For this reason, you may be recognized in the video. However, no other identifiable information will be given about you.

There are no potential benefits. Your participation will allow me to complete an independent research project in order to finish my graduation requirements for the

doctoral program in educational psychology. Also, the DVD's might be added to current curriculum if they are made in creative and meaningful ways.

Will I be paid for my participation in this video recording

You will not be paid for your participation in this video recording or any subsequent DVD's made from the video recording.

What are the costs for participating in this research and will I be paid?

There are no costs associated with participating in this video recording and you will not be paid for your participation in this video recording or the subsequent DVD's.

Who should I contact if I have questions?

The researchers conducting this study are Lisa Paredes (investigator) and Dr. Virginia Navarro. You may ask any questions you have now. If you have questions later, you may contact the researchers at: Phone: 618-236-2877 for the student researcher or 314-516-5871 for Dr. Virginia Navarro.

What if I am a UMSL student?

You may choose not to participate in the video recordings or to appear on the final DVD. This decision will not affect your class standing or grades at UM-SL. The investigator also may end your participation in the video recording or choose not to use your in the final DVD's. If this happens, your class standing will not be affected. You will not be offered or receive any special consideration if you participate in this video recording.

What if I am a UMSL employee?

Your participation in this video recording and/or DVD's is, in no way, part of your university duties, and your refusal to participate will not in any way affect your employment with the university or the benefits, privileges, or opportunities associated with your employment at UM-SL. You will not be offered or receive any special consideration if you participate in this video recording.

You will be given a copy of this form for your information and to keep for your records.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved. I hereby give my permission to the University of Missouri-St. Louis to use any video recordings of me in any educational DVD's that might be created, and I waive and release the university from any financial obligation in connection with my services.

All signature dates must match.

Participant's Signature

Date

Participant's Printed Name

Researcher's Signature

Date

Appendix H**Department of Teaching & Learning**

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lisa@sonicamigos.com

Parental Informed Consent for Child Participation in Video Recordings

Language attitudes, linguistic knowledge and the multicultural education of pre-service teachers: A sociolinguistic study

Participant: _____ HSC Approval Number: _____
 Investigator: __Maria Elisa Paredes(Lisa) SI's Phone Number: _618-236-2877____
 Faculty Advisor: Virginia Navarro, Ph.D. PI's Phone Number: 314-516-5871

Why is your child being asked to participate? What is the purpose of this research?

Your child has been invited to participate in a video recording that will be part of my dissertation materials and possibly become part of a permanent curriculum. The video recordings will be used to create educational DVD's that I will use in my class to teach educators about how children learn language. The final DVD's will include clips of natural language interactions taken from the videotape.

Your child's participation in the video recordings and/or final DVD's is voluntary. If you give permission for your child to participate in the video recording, you may withdraw your child from participation at any point.

Your child's participation in this research is voluntary. Your decision whether or not to allow your child to participate will not affect you or your child's current or future relations with the University. If you decide to allow your child to participate, you are free to withdraw your child at any time without affecting that relationship.

What procedures are involved?

If you agree to allow your child participate, I will videotape your child using language as she or he talks to friends, family, teachers to other interactions that involve the use of language. If you become uncomfortable with the taping of your child, you may stop the video recording at any time.

After, I will review and edit the recordings to create 7 different final DVD's. These DVD's may become part of a permanent curriculum that will use the way your child is learning language to show students about how this process occurs. If, at any time, in the future you no longer want your child to be included in the curriculum, contact Lisa Paredes to have your child removed.

What are the potential risks, discomforts, and benefits to taking part in this research?

Since these DVD's will be used as part of a curriculum, your child's identity will not be disguised so that students may examine the face and body as the child talks. For this reason, your child may be recognized in the video. However, no other identifiable information will be given about your child.

There are no potential benefits. Giving permission for your child to participate in video recordings will allow me to complete an independent research project in order to finish my graduation requirements for the doctoral program in educational psychology. Also, the DVD's might be added to current curriculum if they are made in creative and meaningful ways.

Will I be paid for my participation in this video recording

Your child will not be paid for his or her participation in this video recording or any subsequent DVD's made from the video recording.

What are the costs for participating in this research and will I be paid?

There are no costs associated with participating in this video recording and your child will not be paid for his or her participation in this video recording or the subsequent DVD's.

Who should I contact if I have questions?

The researchers conducting this study are Lisa Paredes (investigator) and Dr. Virginia Navarro. You may ask any questions you have now. If you have questions later, you may contact the researchers at: Phone: 618-236-2877 for the student researcher or 314-516-5871 for Dr. Virginia Navarro.

What if I am a UMSL student?

You may choose not to allow your child to participate in the video recordings or to appear on the final DVD's. This decision will not affect your class standing or grades at UM-SL. The investigator also may end your participation in the video recording or choose not to use your in the final DVD's. If this happens, your class standing will not be affected. Your child will not be offered or receive any special consideration if you give permission for your child to participate in this video recording.

What if I am a UMSL employee?

Allowing your child to participation in this video recording and/or DVD's is, in no way, part of your university duties, and your refusal to allow your child to participate will not in any way affect your employment with the university or the benefits, privileges, or opportunities associated with your employment at UM-SL. You will not be offered or receive any special consideration if you allow you child to participate in this video recording.

You will be given a copy of this form for your information and to keep for your records.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved. I hereby give my permission to the University of Missouri-St. Louis to use any video recordings of my child in any educational DVD's that might be created, and I waive and release the university from any financial obligation in connection with my services.

All signature dates must match.

Participant's Signature

Date

Participant's Printed Name

Researcher's Signature

Date

Appendix I
Department of Teaching & Learning

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lisa@sonicamigos.com

Assent to Participate in Video Recordings (Minors)

Language attitudes, linguistic knowledge and the multicultural education of pre-service teachers: A sociolinguistic study

1. My name is Maria Elisa Paredes. (Lisa)
2. I am asking you to take part in a video because I am making 7 short movies (DVD's) about language, how people use language and how children and adults use language differently. The video recording of you will be used to create DVD's that I will use in my class to teach teachers about language.
3. If you agree to be in these DVD's, I will videotape you using language as you talk to friends and family.
4. Someone who knows you might recognize you when they see you in the DVD's.
5. There are no benefits to your participation in these DVD's except that it might be fun.
6. Please talk this over with your parents before you decide whether to participate. I also will ask your parents to give their permission for you to take part in these DVD's. Even if your parents say "yes," you still can decide not to do this.
7. If you don't want to be in these DVD's, you don't have to participate. Remember, being in these DVD's is up to you, and no one will be upset if you don't want to participate or if you change your mind later and want to stop.
8. You can ask any questions that you have about these DVD's. If you have a question later that you didn't think of now, you can call me at 618-236-2877 or ask me next time.
9. Signing your name at the bottom means that you agree to be in these DVD's. You and your parents will be given a copy of this form after you have signed it.

I hereby give permission the University of Missouri-St. Louis to use any video recording of me to create a DVD for educational use. I waive and release the University from any financial obligation in connection with my services.

Participant's Signature

Date

Participant's Printed Name

Participant's Age Grade in School

Appendix J
Pilot codes list

Content knowledge (CK)

Language concepts (LC) Faulty language concept (FLC) or FLCCS: faulty language concept/common sense

Biological concepts (BC)

Theoretical concepts (TC)

Awareness of variety (AV)

Philosophical concepts (PHC)

Social Language Concept (SLC)

Ideological knowledge (ID)

Majority/power Ideology (possibly covert) (MPI)

Lack of awareness of variety (LAV)

Majority culture oriented (MCO)

Acknowledging majority/power Ideology (AMPI)

minority culture/language sensitive (MCS)

minority culture/language oriented (MNCO)

Importance of language knowledge (ILK)

Acknowledging LK (ALK)

Dismissing ILK (DILK)

Pedagogical concerns (PC)

Faulty Pedagogical Knowledge (FPK)

Practical Knowledge (PK)

Teacher-education (TE)

Affective factors (AF)

Fear (F)

Care for students (CS)

Disregard for students (DS)

Concept Appropriation (CA)

Questions for Students (QS)

Changing perspectives (CP)

Finger Pointing (FP)

Appendix K
Dissertation code list
Content knowledge

General content knowledge codes

Code name	Code abbreviation
General content knowledge-regarding any information from the curriculum.	CK
New concept-includes an indication that a new concept was learned	CK>NC
Dismissal of new concept-includes an indication to dismiss a concept.	CK>DNC
Questions or confusions-from the pre-service teachers	CK>Q
Personal observation-of the pre-service teachers	CK>PO
Concept/perspective change-an indication that a change was made to a previous belief.	CK>CPC
Finger pointing-blaming others for diversity phenomena.	CK>FP
Faulty concept- expressed by student regarding general content information	CK>FC

Language concept knowledge codes

Code name	Code abbreviation
Content knowledge/ language concept-expressed by the pre-service teachers	CK>LC
All language equal-a main concept regarding language varieties and their equivalence to other language varieties.	CK>LC>ALE including themes of Universality/similarity, Flexibility, Effectiveness, Superiority/inferiority, and Novelty
Phonetic, phonological, morphological, syntactic information- expressed by pre-service teachers.	CK>LC>PPMS
Language change- a main topic from the first lecture.	CK>LC>LC
Language acquisition- a main topic from the third lecture	CK>LC>LA
Bilingualism- a main topic from the third lecture.	CK>LC>B
Second language acquisition- a main topic from the third lecture	CK>LC>SLA
acknowledging differences between writing and speaking- a main topic explained in different ways throughout the four lectures	CK>LC>DWS
Reading summary/information about reading-	CK>LC>RI

discussed in a pre-service text.	
Lecture information-discussed in a pre-service text.	CK>LC>LI
Activities--discussed in a pre-service text	CK>LC>A
Faulty language concept- discussed in a pre-service teacher text	CK>LC>FLC
Acknowledging importance of language knowledge- expressed in a pre-service teacher text.	CK>LC>AILK
Dismissing the importance of language knowledge- expressed in a pre-service teacher text.	CK>LC>DILK
Lack of experience with other languages/cultures- expressed in a pre-service teacher text.	CK>LC>LOEL/C

Social language concept knowledge codes

Code name	Code abbreviation
Social language concept- expressed in a pre-service teacher text.	CK>LC>SL
Acceptance/awareness of variety - any acknowledgement or acceptance of language variety in a pre-service teacher text.	CK>LC>SL>AV
New awareness of variety- any acknowledgement of a new awareness of language variety was learned.	CK>LC>SL>NAV
Functional awareness of variety-any acknowledgement about the function and context of language choice	CK>LC>AL>FAV
Lack of awareness/acceptance of variety-any expression of a lack of awareness	CK>LC>SL>LAV
Fears/anxieties-about language information	CK>LC>SL>F
Minority sensitive/ minority culture oriented- expressing a sensitivity or orientation toward the minority language culture.	CK> LC>SL>MS/MCO
Majority power sensitive/oriented	CK> LC>SL>MPS/MPO

Standard language concept knowledge codes

Code name	Code abbreviation
Social language/standard language- any indication of a standard language concepts.	CK>LC>SL>ST
Proper language- a term expressed in pre-service teacher texts	CK>LC>SL>P
Demand or value standard overall other languages	CK>LC>SL>ST>DVS
Standard as success or threat- concept in which the standard is used as a threat or only way to success in mainstream society (Lippe-Green, 1997)	CK>LC>SL>ST>SST

Right or wrong-terms expressed by pre-service teachers to describes type of language	CK>LC>SL>ST>RW
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Pedagogical concept knowledge

Pedagogical concept knowledge codes

Code name	Code abbreviation
Pedagogical concept-expressed by a pre-service teacher.	PC
Student learning- any comment regarding student learning.	PC>SL
Finger pointing- blaming others for diversity phenomena.	PC>FP
Fears/anxieties- expressed by pre-service teachers.	PC>F
Care for students- expressed by pre-service teachers.	PC>CS
Disregard for students- expressed by pre-service teachers.	PC>DS
Classroom observations- expressed by pre-service teachers.	PC>CO
Faulty pedagogical concept expressed by pre-service teachers.	PC>FPC
Practical concerns- expressed by pre-service teachers.	PC>PRC
Teacher education-any comment regarding teacher education.	PC>TE
Teacher ability/responsibility- any comment regarding teacher ability or responsibility.	PC>TAR
Importance of diversity- any comment regarding the importance of learning diversity skills as an educator.	PC>ID
Dismissing the importance of diversity- any comment that dismisses the importance of diversity knowledge for an educator.	PC>DID
Classroom control/student behavior	PC>CC/SB
Curricular idea- in which a pre-service teacher used language information to develop an idea for and activity for the classroom.	PC>CI
Student/teacher communication-expressed by pre-service teachers.	PC>TSC
Gate-keeping tests or rules- that are used to keep students in or out of educational opportunities.	PC>GK
Lack of resources-observation of the lack of resources in public schools.	PC>LR

Appendix L
Teacher code list

Clarification codes

Influencing writing style-the manner I used to respond to a student in writing was copied by a student.	TC>IWS
Questions-student asked a question regarding language.	TC>Q
Providing additional information-for clarification of a topic .	TC>PAI
Making connections-between linguistic content and education.	TC>MC
Lectures information-used to clarify a topic.	TC>LI
Reading information-used to clarify a topic.	TC>RI
Agreement/disagreement-I agree with a particular point while later I disagreed with the larger position/	TC>A/D
Affirmation-student is on the right track.	TC>AF