Chapter 11

Sociolinguistics & Education
Tie it Together...

DEBATE: Pro & Con – Based on info from (a) Our Text (b) Class (c) Other Sources
Divide & Conquer...?

- Education:
  - Tribal & ‘State’ societies
    - Similarities
    - Differences
  - Language & Culture
What’s the Point?

- Dividing by Nine...
- Old Ironsides...
- Letter to a Pen-pal...
Teacher Talk & IRE

- Teacher Talk
  - Definition?
  - Tendencies?

- IRE
  - Definition?
  - Sociolinguistic relevance?

- Extrapolation...?
Education in Warm Springs

- Home
- School
- Extrapolation
Education in South Carolina

- Reading in Black & White...
  - Also eye contact (not in text...)
- Extrapolation...
Quick Aside... On Movement...

- The fidgety boys and girls in Phil Rynearson's classroom get up and move around whenever they want, and that's just fine with him. In fact, stretching, swaying and even balancing on big wobbly exercise balls are the point of this experimental classroom. The goal is to see if getting children to move even a little can help combat childhood obesity.

- The data aren't in yet. But anecdotally, Rynearson and Superintendent Jerry Williams say the fourth- and fifth-graders are more focused on the curriculum than their peers in a comparison group in an ordinary classroom. And there are fewer distractions than in the traditional setup — where a lot of time is spent trying to get children to sit still.

_Fidgeting in Classroom May Help Students_
By CHRIS WILLIAMS, Associated Press Writer: Tue Mar 28, 2006
Restricted & Elaborated Codes

- Class-based
- Deficit hypothesis

- Message of the *Spoon* vignette?
Whaddya Think?

“...it is likely that the problem lies not with the child from a working-class or minority background, but with the expectations of schools... Schools should be flexible enough to adapt to the needs of the child.”

(p. 367 – attributed to Trudgill)
Whaddya Think Cont’d…

- “Education [is] part of the process of symbolic domination of the working class”
- “… school [is] the primary site through which members of society aquire the forms of linguistic capital which mediate their experiences within the labour market”
- Schools “consolidate class and gender differences and constrain the opportunities available to students later in life” (p. 367)
Dave’s Soapbox

- Schools are a part of society
- Opportunity & ‘status-quo’ control conflict in society
- Teachers play a major role (intentional or incidental) in students perception of themselves and their world

Discuss this stuff openly & often...
Homework

- Read pages 368 – 376
  Section 11.4 through Ute Case Study
- Save “The Ebonics Debate in the USA” for tomorrow
UNESCO: *Language & Ed*...

- Key theme(s) in their findings?
- Underlying prejudices?
- Strengths & Weaknesses?
Vernacular

- Per UNESCO...
- Per Colonial Governments...
- Per Modern Sociolinguists...
Criticisms of UNESCO Report

- Practical
  - Teachers
  - Materials

- Philosophical
  - ≈ inadequacy of vernacular
    - cf. origins of English & German
    - cf. vocabulary expansion
  - Who determines what is ‘best’
ENL Programs

- In your schools? Schools you know of?
  - Bilingual education
    - Immersion
    - Two-way immersion
    - Transitional
    - Maintenance
    - Additive
  - ESL Pull-out
  - ESL Integration
  - Newcomer programs
ESL Specifically

- Sheltered English
  - Newcommer Programs
  - Structured English Immersion
- ESL Pull-out
- Deep-end Method (*Dave’s label*)

- Benefits & Drawbacks of Each?
- What would be the “ideal program”??
Keys 2 Success: *Dave’s Soapbox*

- Centered on Student
- Comprehensive
  - Preparation for mainstream instruction
- Challenging
  - Acknowledges age & IQ
- Considers
  - Value & usefulness of L1
- Culturally aware
Key Quote

“... it takes 5 – 10 years to develop academic language proficiency...”

Interdependence Hypothesis

- What is it?
- Strengths?
- Weaknesses?
Language Interdependence

- Ute Community
  - Conflict with UNESCO suggestions
    - What was it?
    - Do you think it was significant?
  - Conflict within the S.C.
    - What was it?
    - What was the resolution?
Cultural Imperialism?

*To Write or not to Write...*

- Religion
- Politics
- Pragmatics
- Linguistics
  - Phonology / Syntax
  - Semantics
The Rest of the Story...

- 8 years
- Unanswered questions...
  - Why did it end?
  - What were the main successes?
  - What were the main failings?
  - What applications can be made:
    - Education?
    - Language planning?
Homework

- Read pages 376 – end: “Building Dialect Interdependence: The Ebonics Debate in the USA” through the end of the chapter