LANGUAGE AS PART OF THE DIVERSITY CANON: HOW LEARNING ABOUT DIALECTS IMPROVES STUDENTS’ ATTITUDES ABOUT DIFFERENCE

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“You’re a human being, and your time as a human being should be socially useful. It doesn’t mean that your choices about helping other people have to be within the context of your professional training as a linguist. **Maybe that training just doesn’t help you to be useful to other people. In fact, it doesn’t**”

(Chomsky 1991)
“Of what use is linguistics? …In the lives of individuals and of society, language is a factor of greater importance than any other. For the study of language to remain solely the business of a handful of specialists would be a quite unacceptable state affairs. In practice, the study of language is in some degree or other the concern of everyone.”

(Saussure 1916)
HOW USEFUL IS LINGUISTICS?

“Language should be as much an object of public scrutiny as any of the other things that keenly affect our lives—as much as pollution, energy, crime, busing, and next week’s grocery bill.”

(Dwight Bolinger, 1979, The Socially Minded Linguist)
“Language, like gravity, is one of those things with which everyone is familiar but few can adequately describe and explain. This is a surprising fact considering the intimate part it plays in our lives, but people have less privileged access to many of their own mental processes than they often imagine.”

- Graddol and Swann 1989: 4
MORE COLORFULLY WORDED...

“It ain't what you don't know that gets you into trouble. It's what you know for sure that just ain't so.”

-Mark Twain
Why sociolinguistic awareness?

- Entrenched language ideology
  - Principle of linguistic subordination
- The miseducation of the America Public
- Insufficient sociolinguistic information in teacher education
- Lack of tradition in public schools
- Language exists outside the traditional diversity canon
THE CALL FOR ENGAGED SCHOLARSHIP

- *Principle of error correction*
- *Principle of debt incurred*
  - (Labov 1982)
- *Principle of linguistic gratuity*
  - (Wolfram 1993)
Perspectives on Dialect in the Classroom

- Fred Newton Scott
- “Three legged stool” analogy
- 1974 CCCC/NCTE position statement: Students’ right to their own language
- 1979 Ann Arbor Decision
- NCTE/IRA program standards
- NCATE/CAEP accreditation standards
“English teachers must come to understand “new conceptions of the meaning of English grammar and its place in the curriculum. He should cease to regard it as a study merely of abstract rules and formulas; he should come to see that the underlying subject is virtually the same as that which underlies composition and literature, namely, the expressive and communicative activities of the English-speaking race.”

With G. R. Carpenter and F. J. Baker, 1903/1908

*The Teaching of English in the Elementary and the Secondary School*
A wobbly stool

Applebee (1989): division of instructional time in ELA

- Literature: 50%
- Composition: 27%
- Classroom administration: 13%
- Language: 10%
“Teacher candidates must know how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity”
Students should “develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles”
“The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that **teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.**”

(CCCC/NCTE, 1974)
“it is becoming increasingly clear that dialect difference does not cause educational difficulty in and of itself — dozens of studies have looked for linguistic barriers, especially in the reading process, and have failed to find convincing evidence of a direct relationship .... On the other hand, there is ample evidence of an indirect relationship between dialect and academic failure—and it is one mediated through the teacher” (Sweetland 2006).
“Such a message has proven to be empowering for my minority students. For many of them, this is the first time they have been told in a school setting that their dialect is valid and not ‘broken’”

(classroom teacher)
"Many students in my standard level class enjoyed trying to predict the rules governing a dialect before we even looked at examples... The recognition of language patterns and governing rules made the students feel for the first time that their varied use of ‘standard’ English did not indicate a lack of intelligence."

(classroom teacher)
“Language is culture and culture is language”  
(Cherokee teacher)

“When they’re learning the language, *they’re learning everything there is to know about the culture*”  
(Cherokee teacher)
THE RATIONALE FOR DIALECT EDUCATION: THE HUMANISTIC REASON

“I had no idea how fascinated they would become with the study of dialects”

(classroom teacher)

When studying Cherokee, “Students began to realize that forcing Hispanic students to speak English was analogous to asking them to give up part of their culture. I began to see the beliefs and prejudices once held by some of my students slowly to dissipate”

(classroom teacher)
GUIDING PRINCIPLES

- Focus on language and human interest
- Establish personal relevance
- Historical contextualization
- Accompany with other cultural artifacts such as music or crafts
- Rely exclusively on positive portrayals
- Rely on inductive or discovery approaches
- Fly under the ideological radar
- Help teachers teach what they are required to teach
- Undermine rather than confront ideology
VOICES OF NORTH CAROLINA

Language and Life from the Atlantic to the Appalachians

Jeffrey Reaser and Walt Wolfram
2007

http://ncsu.edu/linguistics/dialectcurriculum.php
VOICES OF NORTH CAROLINA

- 450-minute, multi-media instructional unit
- Classroom teacher taught
- Dovetails with the NC 8th grade social studies Standard Course of Study
- NC Department of Public Instruction endorsed
- Products
  - Teacher manual
  - Student workbook
  - Extensive online media
  - Dialect Jeopardy!

http://ncsu.edu/linguistics/dialectcurriculum.php
CURRICULUM GOALS

- To develop a respect for the systematic patterning of all language varieties
- To develop an appreciation for the link between historical development and language and culture
- To gain authentic knowledge about how dialects pattern
- To develop an awareness and appreciation for other ways of speaking
**Voices of North Carolina** is an interactive webinar series designed specifically for Eighth Grade Social Studies teachers. Participants will examine the linguistic traditions of North Carolina, based on curriculum developed by Walt Wolfram and Jeffrey Reaser. Participants are introduced to basic concepts about language variation and dialects found in North Carolina. Historical and current social contexts of major language and dialect groups are considered, including Outer Banks English, Appalachian English, rural and urban Piedmont English, Lumbee English, and African-American English. By the end of the webinar series, teachers will be more familiar with the importance of cultural appreciation and how language and dialect are currently changing in different regions of North Carolina.

**Webinar 1  The Reality of Dialects**
February 1, 5-6 PM
NC eighth-grade SCS objective

1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony

1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies

3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations

Met in curriculum by:

Isolation caused by ocean, swamps, and mountains is examined, as is the Great wagon Road

American Indians, African Americans, and diverse groups of European Americans are examined in urban and rural contexts

The historical contexts of the Lumbee and Cherokee are contrasted, including the early integration and loss of native tongue for the Lumbee and the forced removal and return of the Cherokee
Dovetailing the curriculum with the SCS

NC eighth-grade SCS objective

8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy

8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina

Met in curriculum by:

One of the fastest growing populations in North Carolina is Hispanics. This causes people to make assumptions about the effects of this group. The linguistic and social effects are examined.

Understanding regional diversity can be enhanced by examining regional linguistic diversity, which is reflective of social and economic institutions.

In total, the curriculum directly addresses 12 objectives and 6 of 9 strands.
Avoid or clearly differentiate popular and technical lexical usage when necessary (e.g., dialect, grammar, slang, Ebonics)

Careful attention to layout and content

Mirror common lesson plan style

Build flexibility into lesson plans

Use video/audio/multimedia information to present information and sensitive perspectives

Offer copious and varied support such as answer keys, explanations, teaching tips, background information, etc.
Worksheet 4:
Understanding Linguistic Patterns: The Use of a- Prefix
(Approximate time: 30 minutes)

The second pattern we will consider is a grammatical pattern called a-prefixing. In the traditional Outer Banks dialect and in the Appalachian Mountain region, some words that end in -ing can take an a-, pronounced as uh, in front of the word, as in she went a-fishing. But not every -ing word can have an a-prefix. There are patterns or rules that determine when the a-prefix can be used and when it cannot be used. We will try to figure out these rules by using our inner feelings about language. These inner feelings, called intuitions, tell us when we can and cannot use certain forms. Our job as linguists is to figure out the reason for these inner feelings and to state the exact pattern or rule. We can discover the rules for some patterns by using our intuitions while other patterns cannot be revealed this way.

Have students read each pair of sentences in LIST A, found on page 7 of the Student Workbook, and be sure to insert the a- (“uh”) before the -ing word, and decide which sentence in each pair sounds better. For example, in the first sentence pair, does it sound better to say, A-building is hard work or She was a-building a house? For each pair of sentences, place a check (√) next to the sentence that sounds better with the a-.

Have students do this work individually or with one other person. Students may have trouble figuring out what to do, so it is best to do the first one or two sentences as a class, saying something like, “Which of the following sentences sounds better? 'He likes a-hunting' or 'he went a-hunting'?” [Student answers “he went a-hunting”] [Teacher: “Then place a check mark next to b, he went a-hunting.”]

LIST A: Sentence Pairs for a- Prefixing

1.  a. Building is hard work  
   b. She was building a house  
2.  a. He likes hunting  
    b. He went hunting  
3.  a. The child was charming the adults  
    b. The child was very charming  
4.  a. He kept running to the store  
    b. The store was shocking  
5.  a. They thought fishing was easy  
    b. They were fishing this morning  
6.  a. The fishing is still good here  
    b. They go fishing less now
PRACTICAL CONSIDERATIONS

- 8th grade level information and activities
- Multiple learning styles
- Short video clips (10 minutes maximum)
- Variety of activities in each class period
- Limiting unnecessary information
- Avoid taboo topics/visuals
  - No tobacco or alcohol
# Accommodating Diverse Learners

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<th>Activity/curricular component</th>
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<td>Visual</td>
<td>Spatial</td>
<td>Video vignettes</td>
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<tr>
<td>Aural</td>
<td>Musical</td>
<td>All regional vignettes are accompanied by local music</td>
</tr>
<tr>
<td>Verbal</td>
<td>Linguistic</td>
<td>Teacher led discussions (e.g., dialect introductions, vocabulary)</td>
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<td>Physical</td>
<td>Kinesthetic</td>
<td>Interactive settlement maps</td>
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<td>Logical</td>
<td>Mathematical</td>
<td>Analyzing habitual <em>be</em> pattern</td>
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<td>Social</td>
<td>Interpersonal</td>
<td>Group work/cooperative learning (Outer Banks English patterns)</td>
</tr>
<tr>
<td>Solitary</td>
<td>Intrapersonal</td>
<td>Individual exercises (e.g., <em>pin</em>/<em>pen</em> merger)</td>
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“What does a voice tell us”
CAN THAT BE BAD?
VIDEO VIGNETTE
1. What do adolescents (think they) know about dialects?

2. Do language attitudes and knowledge differ by group (e.g., sex, ethnicity, language background, etc.)?

3. Can teachers effectively teach about language variation without a sociolinguistic background without specialized training and without a linguist in the classroom?

4. Can education about language variation improve students’ attitudes and knowledge?

5. Do various groups respond in similar ways to education about language?
DIALECT ATTITUDE SURVEY

- Demographic information
  - Gender, age, race/ethnicity, place of birth, places lived, first language, other languages spoken

- 20 Likert-type survey statements about language (psychometrically valid)

- 4 free-response statements (on the post-curricular survey only)
### Statements with Most Responses

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“I SPEAK A DIALECT OF ENGLISH”

- There were 12 students who disagreed with this statement
  - all were white
  - were from:
    - North Carolina (3) (native NC residents are 56% of sample)
    - Ohio (2)
    - California (2)
    - Florida (2)
    - New York (1)
    - Oregon (1)
    - unreported (1)
### Students Were Aware of the Need to Style-Shift

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Laziness vs. Intelligence as Reason for Dialects

Some people are too lazy to learn Standard English

I think people who speak dialects are not very smart
All 20 changes were in the direction of “more tolerant” language attitudes or “more correct” language knowledge.

17 out of 20 statements showed significant change ($p < .02$) (all except the statements with the best pre-survey responses).

Students were more “confident” responding.

- 16.1 “don’t know” responses on pre-curricular survey compared to 6.9 on the post-curricular survey (58% reduction in “don’t know” responses).

No statement received fewer responses on the posttest than on the pretest.
POST-CURRICULAR CHANGE IN MEAN AND STANDARD DEVIATION
## Post-curriculum Changes

<table>
<thead>
<tr>
<th>Statement</th>
<th>Change in mean</th>
<th>Post-curricular mean</th>
<th>Fewer Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. There are people who do not speak a dialect</td>
<td>+ .74</td>
<td>3.45</td>
<td>22</td>
</tr>
<tr>
<td>2. Everyone should speak Standard English every time they talk</td>
<td>+ .58</td>
<td>3.44</td>
<td>8</td>
</tr>
<tr>
<td>20. People who have a &quot;Hispanic accent&quot; speak Spanish and are still learning English</td>
<td>+ .57</td>
<td>3.26</td>
<td>11</td>
</tr>
<tr>
<td>5. Dialects are sloppy forms of English</td>
<td>+ .53</td>
<td>3.42</td>
<td>10</td>
</tr>
<tr>
<td><strong>8. Dialects do not have patterns</strong></td>
<td>+ .52</td>
<td>3.52</td>
<td>32</td>
</tr>
<tr>
<td>1. Everyone should know and be able to use Standard English</td>
<td>+ .41</td>
<td>2.18</td>
<td>3</td>
</tr>
<tr>
<td>13. Students need to master Standard English to be successful in life</td>
<td>+ .37</td>
<td>2.80</td>
<td>1</td>
</tr>
<tr>
<td>3. Some people are too lazy to learn Standard English</td>
<td>+ .37</td>
<td>2.79</td>
<td>2</td>
</tr>
<tr>
<td>18. Standard English is the best language variety to use with my friends outside of school</td>
<td>+ .33</td>
<td>3.19</td>
<td>2</td>
</tr>
<tr>
<td><strong>4. There is never a good reason to speak a dialect</strong></td>
<td>+ .27</td>
<td>3.62</td>
<td>19</td>
</tr>
<tr>
<td>6. I speak a dialect of English</td>
<td>-.26</td>
<td>1.50</td>
<td>8</td>
</tr>
<tr>
<td>17. Standard English is the best language variety to use at school</td>
<td>+ .22</td>
<td>2.28</td>
<td>5</td>
</tr>
<tr>
<td>7. I can speak more than one dialect of English</td>
<td>-.20</td>
<td>2.09</td>
<td>9</td>
</tr>
<tr>
<td>12. Professional authors would never use non-standard English</td>
<td>+ .18</td>
<td>3.24</td>
<td>7</td>
</tr>
<tr>
<td>11. Dialects should never be used in writing</td>
<td>+ .17</td>
<td>2.98</td>
<td>1</td>
</tr>
<tr>
<td>15. There are good reasons for using non-standard varieties of English</td>
<td>-.14</td>
<td>1.76</td>
<td>12</td>
</tr>
<tr>
<td>19. Dialects can never be more useful than Standard English</td>
<td>+ .10</td>
<td>3.18</td>
<td>17</td>
</tr>
</tbody>
</table>
Question 1: What was the most surprising thing that you learned about dialects?

Question 2: What did you learn about dialects that changed the way you think about language?
The five themes mentioned most often:

- 1. Dialects have rules/patterns (34.1%)
- 2. Large number of dialects (31.8%)
- 3. Dialects reflect culture, heritage, history (27.1%)
- 4. Everyone speaks a dialect (25.6%)
- 5. Unrelated to intelligence, education, laziness (23.3%)
Question 3: Why do you think many people have such negative opinions of dialects? What can be done to change these attitudes and opinions?
Reasons for negative attitudes:

- 40.1%: People lack some fundamental knowledge
  (They’re ignorant, uneducated, just raised that way)

- 40.1%: People have a fundamental flaw
  (They’re racist, prejudiced, born that way)

- 10.3%: People have not encountered enough other dialects

- 9.4%: People dislike/fear change
What can be done?

- 68.6%: Teach or educate people directly

- 14.7%: Nothing can be done
  (Nothing; There’s no cure for ignorance; People need to be less prejudiced)

- 16.7%: Some other solution outside of formal education (Send them to a country where they don’t speak the language; Make them talk to people with different dialects; Punish people who are prejudiced; Leave it up to God)
What they don’t realize is that these dialects are structured, having certain guidelines to follow.

I think people have such negative opinions of dialects because they judge too quickly. They think that if someone can’t speak Standard English they are ignorant or something. What can be done to change attitudes and opinions is teach this to children who can share it with their parents.

It is the way they were raised. Start young and teach them not to be biased.

Racism and stereotypes. People should participate in this course. It helped me.

There are tons of stereotypes, which are almost always wrong. People should be more informed about dialects, so they would know that dialects represent people’s culture and past.
Question 4: Do you think it is important to study different dialects? Why or why not?

- 113 with “yes” or some equivalent (“yeah,” “definitely,” etc.) (87.6%)
- 6 with “sort of” (4.7%)
- 10 responses began with “no” (7.8%)
“yes, it is important because you're learning about your language and culture”

“yes, because I overlooked many things about dialects and did not appreciate them as much as I do now”

“Yes, I do. I believe that studying dialects will help people learn not to judge someone by their dialect”

“Yes, because you'll have more respect for people with different dialects and it will give you an open mind. You'll probably judge people on things beside their dialect and the stereotypes attached to that dialect”
 Reasons why it’s not important

“No, quite honestly I feel it's irrelevant to be taught in a grammatical class” (White)

“No. If you talk different don't try to let people change it” (White)

“No, because I ain't going to speak it” (White)

“I think we should know about stereotypes being wrong but we shouldn't have to study them” (White)

“No. I think it is absolutely ridiculous to learn dialects, which are just improper forms of English in an English class. AAE and other dialects just need to learn standard English and quit being lazy and wanting every student learning their improper dialect!!” (White)
Analysis by Class/Teacher

- All three teachers are white females

- Teacher 1 = 14 years experience

- Teacher 2 and 3 = 4 years experience

- ANOVA tests suggest all classes had very similar pre-curriculum knowledge/attitudes
CHANGE IN AVERAGE BY CLASS

Teacher 1, Class 1       .33
Teacher 1, Class 2       .34
Teacher 2, Class 2       .21
Teacher 2, Class 2       .29
Teacher 3, Class 1       .37
Pre-curriculum analysis by student sex

Statistically identical pre-curriculum knowledge and attitudes

Boys were “more confident” responding to the pre-curricular survey (6% difference)

- Girls = 85.1% response rate
- Boys = 91.1% response rate
POST-CURRICULUM ANALYSIS BY STUDENT SEX

- Statistically identical increase:
  - Girls = .32
  - Boys = .29

- No significant differences on any survey item

- Girls gained more confidence in responding to survey items (1.6% gap compared to 6%)
  - Girls 94.2% response rate
  - Boys 95.8% response rate
A larger percentage of boys thought the information in the unit was not important or only “sort of” important

- 25% of boys (8 “no” and 5 “sort of” out of 52)
- 3.9% of girls (2 “no” and 1 “sort of” out of 77)
REASONS WHY IT’S “SORT OF IMPORTANT”

“Sort of. it's something to study but it's not as important as others” (African American)

“Not really. People should mind their own business” (White)

“Not really, because what is the point [if] 3/4 of the time you will never hear them” (Hispanic)

“Not really. A dialect will come naturally if you interact with it daily” (White)

“Sort of. It hasn't made any difference to myself but it has answered questions I have had” (White)
IS ATTITUDE RELATED TO LEARNING?

- Boys who thought it was important: .32
- Boys who responded “sort of”: .10
- Boys who thought it was not important: .26
- Girls: .32
CONCLUSIONS

9th grade students’ pretest language attitudes were better than expected

Students demonstrated gains in authentic language knowledge and increased dialect awareness/sensitivity
- language attitudes are still malleable at age 14-15
- untrained teachers can teach about language awareness with the right materials

Girls and boys have similar folk attitudes and knowledge about language and respond to information about language variation in a similar manner
- Boys tend to have a more negative opinion whether education about dialects is important
- Attitude doesn’t necessarily correlate with learning
IN SUM

Teachers without linguistic training were able to teach about language variation

Students were able to learn about language variation

Students’ attitudes about language variation improved

Students found the materials to be interesting and important

After teaching the unit, teachers also reported finding the material interesting and important:

“Thanks for such an edifying experience in teaching the dialect unit. I really think the students got a lot out of it (not the least of which was the challenging of a lot of stereotypes they might have had that are tied to language). I know it was enlightening for me and I truly enjoyed it”
Teacher 1 administered an anonymous survey to her classes at the end of the year. In response to three free response questions (what’s the most interesting thing we did this year? What’s the most important thing we did this year? What will you remember most about this year?), over 90% of the students responded, “the dialect unit” (or some variation thereof)
EDUCATING THE EDUCATED

- Academics are gatekeepers
- Academics are positioned as guardians and authorities in the use of language
- Academics provides models for students in the normative uses of academic English
- Attitudes and behavior towards language diversity —by instructors, staff, and students—are not trivial or incidental; they affect students’ attitudes about themselves, the university, and participation and performance in university life
“I don’t really speak up too much in class and stuff like that unless I feel really comfortable and I’m in there with a lot of my peers that are my friends. But beyond that like in other classes I don’t say too much, ‘cause I can hear, you know, people snickering or stuff like that when I talk.”
“Sometimes I think that people might think that I’m not educated because of it, just because I have this accent and you hear a country accent and you think hillbilly, and then hillbilly, no education. So I think it’s just the social norm to think that way.”

"Asians have weird accents; they use sounds that don't even exist.”

-Eavesdropped conversation, Tompkins Hall, April 2, 2013
Responding to an article the Raleigh New & Observer ran on Robin Dodsworth’s Raleigh Study involving careful analysis of the speech of over 200 lifetime residents of Raleigh:

“I read the article in the newspaper and that's NOT how older people from Raleigh talk, not if they're educated.”

-April 8, 2013
Howl with an Accent!

DID YOU HEAR THAT?
Wolfpack voices from all over North Carolina, the US, and the world!

100 | NORTH CAROLINA COUNTIES
53 | DIFFERENT STATES AND TERRITORIES
119 | DIFFERENT COUNTRIES

Howl with an Accent!

Add your voice to the pack and howl with an accent!

http://www.ncsu.edu/linguistics/campusdiversity.php
# The Campus-Infusion Model

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<th>Student Affairs</th>
<th>Academic Affairs</th>
<th>Human Resources</th>
<th>Faculty Affairs</th>
<th>Office of Institutional Equity &amp; Diversity</th>
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<tbody>
<tr>
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<td>New graduate level course</td>
<td>New Employee Orientation (Vignette)</td>
<td>New Faculty Orientation (Vignette; speakers)</td>
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<td>Housing</td>
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<td></td>
<td></td>
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<tr>
<td>Student Leadership Training</td>
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**New Student Orientation**
- Welcome Festival
- Housing
- Student Leadership Training
- Resource personnel and online resources

**Academic Affairs**
- New graduate level course
- Workshops/lectures in undergrad/graduate courses
- Peer education: diversity ambassadors
- Resource personnel and online resources

**Human Resources**
- New Employee Orientation (Vignette)
- Resource personnel and online resources

**Faculty Affairs**
- New Faculty Orientation (Vignette; speakers)
- Resource personnel and online resources

**Office of Institutional Equity & Diversity**
- Resource personnel and online resources
Program Goals

- Develop programs to meet widest and most varied university audience
- Develop university-wide video on language diversity for the full range of audiences
- Seek out venues for promoting awareness of language diversity—exhibits, workshops, discussion groups,
- Develop on-line resources and personnel to support diversity efforts
LANGUAGE DIVERSITY AT NC STATE
Considerations in Making the Video

- Representation of language and dialect diversity across campus—spontaneous interviews from the campus
- Representative students, staff, faculty, and administration voices
- Support from the administrative hierarchy (e.g. chancellor, diversity administrator, dean, etc.)
- Expert interpretation of significance of diversity—the pride and the prejudice
Venues beyond Campus

- Language diversity workshops or units in existing courses (e.g. units in First-Year Writing, tutoring programs)
- Linking to broader communities in the region (e.g. State Fair - ~1 million annual visitors) and service-learning activities for students (including alternative spring break)
SOUVENIR BUTTONS - STATE FAIR
Dialect Quiz

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

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

Why do people in different areas speak differently?

Produced by the North Carolina Language and Life Project

http://ncsu.edu/linguistics/ncllp/dialectquiz.php
POPULAR BOOKS / LECTURES
Special Thanks to:
- Christina Higgins for making this talk happen
- The Charlene Junko Sato Center
- University of Hawai‘i-Manoa’s Diversity and Equality Initiative
- NCLLP Colleagues, especially Walt Wolfram, Neal Hutcheson, Danica Cullinan, Stephany Dunstan, and Audrey Jaeger
- The incredible and talented classroom teachers who have generously welcomed dialect awareness into their classrooms
- Everyone who has taken time out of their busy schedules this week to make my visit so enjoyable and educational

For a copy of this PowerPoint, email jlreaser@ncsu.edu

MAHALO!