This book provides a collection of interrelated essays on language for teachers concerned with first and second language acquisition, non-standard English, the teaching of grammar, language change, and the attainment of literacy. A problem-oriented text, the book presents the various controversies surrounding each language area, offering competing disciplinary perspectives. Incorporating only the linguistic theory that has immediate classroom applicability, the book consolidates research, offers a nontechnical approach, and invites teachers to question common assumptions and practices concerning language. Essays in the book are "The Acquisition of Language" (Breyne Arlene Moskowitz); "Creole Languages" (Derek Bickerton); "Making It Last: Repetition in Children's Discourse" (Elinor Ochs Keenan); "Context, Meaning and Strategy in Parent-Child Conversation" (Peter French and Bencie Woll); "The Significance of Learners' Errors" (S. P. Corder); "Bilingual Education and Second Language Acquisition Theory" (Stephen D. Krashen); "A Chinese Child's Acquisition of English" (Joseph Huang and Evelyn Hatch); "Underachievement among Minority Students" (Jim Cummins); "The Cognitive Academic Language Learning Approach" (Anna Uhl Chamot and J. Michael O'Malley); "English in Our Language Heritage" (Shirley Brice Heath); "Educational Rights of Language Minorities" (Sau-ling Cynthia Wong); "A Look at Process in Child Second-Language Acquisition" (Evelyn Hatch and others); "Individual Differences in Second Language Acquisition" (Lily Wong Fillmore); "ESL Children as Teachers: A Social View of Second Language Use" (Donna Johnson); "Language Change in the History of English: Implications for Teachers" (George Gadda); "The King Case: Implications for Educators" (Jerrie Cobb Scott); "The Logic of Nonstandard English" (William Labov); "'The Forms of Things Unknown': Black Modes of Discourse" (Geneva Smitherman); "Approaches to Grammar" (Erika Lindemann); "What Petey Forgot" (Doris T. Myers); "Alternatives to Teaching Formal, Analytical Grammar" (Ellery Sedgwick); "A Generative Rhetoric of the Sentence" (Francis Christensen); "Grammar in Context: Why and How" (Jim Meyer and others); "The Sense of Story" (Gordon Wells); "Learning to Read by Reading and Making Sense of Reading--And of Reading Instruction" (Frank Smith); "Watching Young Writers" (Glenda L. Bissex); "Learning to Think through Writing" (Lucy McCormick Calkins); and "Kan Yu Ret and Rayt en Ingles: Children Become Literate in English as a Second Language" (Sarah Hudelson). (RS)
A case study examines a nontraditional African-American student enrolled in English 90 at the University of Southwestern Louisiana. The first person in her family to attend college, she is attractive, personal, outspoken and speaks not only the dialect of her family, which shows the influence of French, but also standard English. When asked how her English 90 was helping her, she replied, "It helps my speech." During various conversations, she constantly returned to the importance of her speech and its link, not only with her writing, but also with her identity. She complained, "Most black people today are stereotyped as dummies because of the way they talk." This student further told of how, since the time she was a young girl, she has consciously molded her speech--and later her appearance too--to suit the tastes of the dominant culture. Research shows that she probably chose to change her speech because she is a female. William Labov and Peter Trudgill's "Study of Non Standard English" states that "women...are more proven to stigmatize nonstandard usage." Other studies suggest women are more status conscious because their position in society is less secure. Instructors of basic writing should, as much as possible, value the language variety in which their students' identities are most clearly realized. They should help them analyze their own attitudes toward writing and language. (TB)
In response to the problem of high rates of referral of black students to special education and related services due to their use of non-standard English (African American Vernacular English, AAVE), a project was undertaken to assess and address the issue in Baltimore (Maryland) public schools' special education services. An ethnographic study of classroom interaction indicated that students used standard and non-standard English in patterned ways, suggesting that a more important issue is the infrequent opportunities for extended academic talk, the linguistic register of success at school and beyond. Resulting efforts include the following: research with speech/language pathologists that has developed a regionally-normed profile of AAVE for more accurate student assessment; training of teachers in interactive instructional strategies to enhance academic talk; and development of teacher training materials and curricular materials for students designed to recontextualize language and dialect varieties as cultural resources rather than social problems. (MSE)

When children (particularly African Americans) have a different orthography, phonemic system, and deep structure from Standard American English (SAE) speakers, they may have difficulty grasping the correct SAE phonemes represented by the symbols and reading in general. Language
acquisition is natural learning centered around the interaction of parent and child, and child and community. Research indicates that among disadvantaged urban populations, no matter the race, many students have poor reading comprehension skills due to failure of parents providing "corrective feedback." Ebonics is a dialect made up of an English vocabulary and an African structure/grammar. Researchers disagree over the effects on reading comprehension of the syntactical differences between SAE and "Ebonics" (ebony phonics, also called Vernacular Black English). Ebonic speakers use an African morphology and syntax (analogous to the grammars of the Niger-Kordofanian family of languages) with an English vocabulary. The morphology and phonology of Ebonics causes many African American children to have reading problems. Ebonics is not just a dialect of English, it is a "different" speech analogous to African languages in structure and some vocabulary. Perhaps African American children could benefit from learning English as a Second Language. (Contains 18 references.) (RS)

AN: ED356673  CHN: FL021199
AU: Adger,-Carolyn; and-others
TI: Confronting Dialect Minority Issues in Special Education: Reactive and Proactive Perspectives.
CS: Center for Applied Linguistics, Washington, DC.; Maryland Univ., College Park.
SP: Special Education Programs (ED/OSERS), Washington, DC.
CN: HO-23-H0008
PY: 1993
PR: EDRS Price MF01/PC02 Plus Postage.
DL: http://orders.edrs.com/members/sp.cfm?AN=ED356673
DT: Information-Analyses-General (070); Reports-Descriptive (141); Speeches-or-Meeting-Papers (150)
CP: U.S.; District-of-Columbia
LA: English
PG: 46
DE: *Black-Dialects; *Classroom-Communication; *Language-Proficiency; *Language-Variation; *Special-Education
DE: Classroom-Techniques; Elementary-Secondary-Education; Ethnography-;
Language-Research; Language-Tests; Screening-Tests; Speech-Pathology;
Standard-Spoken-Usage
ID: African-Americans
JA: RIE091993
AB: A review of ethnographic research investigated issues associated with regional or dialectal language use, particularly the use of African American Vernacualar English (AAVE) in the special education classroom, and noted the implications for research and classroom practice. Research with speech/language pathologists is under way to develop a regionally normed
profile of AAVE for more accurate assessment. Study of classroom interaction, which determined that students use standard and non-standard English alternates in patterned ways, suggests that a more important issue is the infrequent opportunities for extended academic talk, the linguistic register of success at school and beyond. Teachers are currently being trained in interactive instructional strategies to enhance academic talk, and curriculum materials designed to recontextualize language and dialect varieties as cultural resources rather than social problems are being developed. Because disproportionate numbers of AAVE speakers are enrolled in special education programs, further research on language issues for vernacular dialect speakers and development of a multifaceted approach to language differences that considers broad sociocultural and specific sociolinguistic factors are strongly recommended. (Contains 32 references). (MSE)

AN: ED341060 CHN: CS213142
AU: Spiegel,-Lisa-A.
TI: Usage Revisited: A Comparison of Business Persons' and Educators' Responses to Choices in the English Language.
PY: 1992
PR: EDRS Price MF01/PC02 Plus Postage.
DT: Reports-Research (143); Tests-or-Questionnaires (160)
CP: U.S.; South-Dakota
LA: English
PG: 32
DE: *Language-Attitudes; *Language-Usage
DE: Analysis-of-Variance; Comparative-Analysis; Elementary-Secondary-Education; Language-Research; Language-Standardization; Occupational-Surveys; Sex-Differences; Teacher-Attitudes
ID: *English-Teachers
JA: RIE061992
AB: A study examined the attitudes of English educators and professional business persons concerning non-standard English-language usage. Subjects, equal numbers of male and female members of the National Council of Teachers of English and members of the Chamber of Commerce, responded to a questionnaire containing 66 sentences, each containing an example of non-standard usage. Subjects used a numerical scale to indicate the degree to which each non-standard usage bothered them. Data were analyzed using a series of analyses of variance. Results indicated: (1) business persons displayed a less conservative attitude concerning usage than did educators; (2) there was no relationship between attitude usage score and age; and (3) males had a higher tolerance of usage deviations than did females. Findings suggest that it is unrealistic for educators to teach strict language usage exclusively because it is not used exclusively. (Seven tables of data are included; the questionnaire is attached.) (RS)

AN: EJ554855 CHN: UD520320
Studied the relationship between cognitive complexity, racial belief and the influence of a nonstandard dialect in listener evaluative reactions with 135 black and white undergraduates. Results indicate that the individual’s racial beliefs were more influential in language assessment than cognitive complexity. (SLD)
This digest discusses the different dialects children bring to the school environment and how U.S. schools deal with these differences. Reference is made to the Ann Arbor (Michigan) case in which a group of African-American parents sued the local school system on behalf of their children, claiming the school was denying their children equal educational opportunity because of their language background, and to the recent Oakland (California) school board decision on instruction of African-American vernacular dialect speakers. The digest discusses the consequences of dialect differences, debates "difference" versus "deficit," and offers guidelines for teaching a standard dialect. The final section describes how dialect study can be beneficial to students from all linguistic backgrounds and suggests that instead of seeing differences as barriers to overcome, they can provide fascinating topics for scientific study. (JL)
decades. In particular, the controversy aroused by the December 1996 announcement of the Oakland (CA) School board about its policy on the instruction of African American vernacular dialect speakers underscores the fact that these issues have not been resolved.

One central issue in this controversy is whether mastery and use of a standard dialect should be required in schools. Some people consider such a requirement to be discriminatory, because it places an extra burden on certain students. Others argue that it is a responsibility of the education system to teach a standard dialect to broaden students' skills and opportunities. For instance, students who do not develop facility with standard English may find that their employment or educational potential is restricted. A student's chances for success in school and in later life may be related to mastery of standard English.

CONSEQUENCES OF DIALECT DIFFERENCES
Dialect differences can affect the quality of education received by some students both academically and socially (Labov, 1995). A child's dialect may interfere with the acquisition of information and with various educational skills such as reading. In a court case in Ann Arbor (MI) in 1979, a group of African-American parents sued the local school system on behalf of their children, claiming that students were being denied equal educational opportunity because of their language background (Chambers & Bond, 1983; Farr Whiteman, 1980). Specifically, the parents maintained that the schools were failing to teach their children to read because the language differences represented by their children’s vernacular dialect were not taken into account. The parents won their lawsuit, and the schools were ordered to provide special staff training related to dialects and the teaching of reading.

The social consequences of belonging to a different dialect group may be more subtle, but are just as important. The attitudes of teachers, school personnel, and other students can have a tremendous impact on the education process. Often, people who hear a vernacular dialect make erroneous assumptions about the speaker’s intelligence, motivation, and even morality. Studies have shown that there can be a self-fulfilling prophecy in teachers’ beliefs about their students’ abilities (Cazden, 1988). If an educator underestimates a student’s ability because of dialect differences, the student will do less well in school, perhaps as a direct result of the negative expectations. In some cases, students are "tracked" with lower achievers or even placed in special education classes because of their vernacular speech patterns.

DIFFERENCE VS. DEFICIT
Negative attitudes about speech start with the belief that vernacular dialects are linguistically inferior to standard versions of the language. In fact, the language systems of various groups of speakers may differ, but no one system is inherently better than any other. Research clearly supports the position that
variation in language is a natural reflection of cultural and community differences (Labov, 1972).

Despite linguistic equality among dialects, students' language and cultural backgrounds may influence their chances for success. When children from nonmainstream backgrounds enter school, they are confronted with new ways of viewing the world and new ways of behaving. Uses of language, both oral and written, are centrally involved in this new culture (Farr & Daniels, 1986). Heath's (1983) detailed account of language and culture patterns in two rural working class communities demonstrates clearly the conflict between language and cultural practices in the community and in the school. To move toward school expectations, children may have to adapt to language structures and patterns of usage that are different from those they have been using: for example, saying "They don't have any" instead of "They don't have none" in school settings, or learning rules governing when and how to make requests.

GUIDELINES FOR TEACHING A STANDARD DIALECT
The fact that language differences do not represent linguistic and cognitive deficiencies is an important premise for any education program. Given the advantages that may be associated with the ability to use standard English in appropriate situations, most schools include it as a goal of instruction for all students. Some general guidelines should be followed in teaching standard English at any level (Wolfram & Christian, 1989).

* The teaching of standard English must take into account the importance of the group reference factor. Speakers who want to participate in a particular social group will typically learn the language of that group, whereas those with no group reference or with antagonistic feelings toward the group are less likely to do so.

* Instruction in standard English should be coupled with information about the nature of dialect diversity. By giving students information about various dialects, including their own, teachers can demonstrate the integrity of all dialects. This approach clarifies the relationship between standard and vernacular dialects, underscoring the social values associated with each and the practical reasons for learning the standard dialect.

* Teachers and materials developers need a clear understanding of the systematic differences between standard and vernacular dialects in order to help students learn standard English.

* The dialect of spoken standard English that is taught should reflect the language norms of the community. The goal of instruction should be to learn the standard variety of the local community, not some formal dialect of English that is not actually used in the area. Regional standards are particularly relevant in the case of pronunciation features.

* Language instruction should include norms of language use, along with standard English structures. Speaking a standard dialect includes the use of particular conversational styles as well as particular language forms. For example, using standard English in a business telephone conversation does not involve simply using standard grammar and pronunciation. It also involves other
conventions, such as asking the caller to "hold" if an interruption is called for, or performing certain closing routines before hanging up.

The teaching of standard English requires careful thought, ranging from underlying educational philosophy to particular teaching strategies, if it is to be carried out effectively and equitably.

DIALECT DIVERSITY, NOT LIABILITY
The active study of dialects can benefit students from all linguistic backgrounds by helping them gain a better understanding of how language works (Adger, 1997; Wolfram, Christian, & Adger, in press). At one level, dialect differences may be treated as an interesting topic within language arts study. For example, a unit on vocabulary differences from different parts of the country can be both fun and instructive. (Where do they say "soda" vs. "pop"? Or "bag" vs. "sack" vs. "poke"?) When treated more comprehensively, dialect study can provide the opportunity for students to do empirical research and to develop critical thinking skills: observation, comparison, argumentation. Every school has nearby communities that are linguistically interesting, both in themselves and in how they compare with other communities. Students can examine their own speech patterns and gather language samples from other residents in the area. Such investigations can have the added advantages of enhancing self-awareness and the understanding of cultural diversity (Erickson, 1997). Further, sending students into the community can contribute to preservation of the cultural and oral traditions of the region. The exploration of varieties of English can also help students gain insight into differences between spoken and written language, as well as variations related to formality, genre, and special registers. The concept of using dialect diversity and the cultural diversity that accompanies it as a resource in the curriculum presents a viewpoint that is very different from many traditional approaches. Instead of seeing differences as barriers to be overcome, the differences provide fascinating topics for scientific study.

REFERENCES


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Materials concerning dialects and language variation are presented here as background information for a workshop on English dialect differences in elementary and secondary schools. Articles and essays include: "Grammatical, Phonological and Language Use Differences across Cultures" (Walt Wolfram); "A Linguistic Description of Social Dialects" (Ronald Williams, Walt Wolfram); "Dialect Switching on Stigmatized Black English Grammatical Forms: Implications" (Howard A. Mims); "Potential Interference from Spanish on the Production of English" (Gustavo Gonzalez); "Rejection of Speaker’s Dialect as Related to Rejection of Speaker’s Culture" (Howard A. Mims); "Effects of Speaking Black English upon Employment Opportunities" (Sandra L. Terrell); "Cultural Influences in the Development and Treatment of Stuttering: A Preliminary Report on the Black Stutterer" (William R. Leith, Howard A. Mims); "Social Dialects: Position Paper" (Committee on the Status of Racial Minorities); "Implications of the Position on Social Dialects" (Lorraine Cole); "Improving Language Assessment in Minority Children" (Fay Boyd Vaughn-Cooke); "Some Possible Dialectal Biases in the Peabody Picture Vocabulary Test for Speakers of Black English" (O. L. Taylor); "External Discrimination Behavior as Related to Black English Grammatical Variants" (Howard A. Mims; Carl T. Camden); "Congruity and Predictability between Two Measures of Nonstandard Dialect Usage on Four Grammatical Forms" (Howard A. Mims, Carl T. Camden); and "Bibliography: Dialects and Sociolinguistic Factors" (Howard A. Mims). Some newspaper articles, classroom materials, and instruments used in dialect analysis are also included. (MSE)
Strategies are suggested that can be used by teachers who are trying to get Black Dialect speaking students to speak and write the General Dialect. The approach takes into account the fact that all speakers are not on the same level. The need for careful pre-testing and determination of class rank is suggested, as are various ways of evaluating student progress. Vocabulary building is emphasized along with techniques that may be used in general communication skills. The main teaching strategy recommended is that of using second language teaching approaches such as comparison and language drills. A syllabus outline is provided, followed by 14 individual lessons on: introduction to the course; Black Dialect as a variety of English; omission of "s" third person singular; formation of the past tense; formation of the perfect tense; invariable be, negative be, zero copula; omission of auxiliary verbs and of verbs pertaining to the senses; formation of the plurals of nouns; formation of the passive case of nouns; various forms of pronouns; over inflection of nouns, adjectives, adverbs, and verbs; multiple negation; inverted word order; and final review lesson. A Black Dialect Pre-test, unit tests, and post-test are included. The materials may be used in pre-service and in-service training programs, in junior and senior high school English classes, in college and graduate level classes, and as self-instructional materials. (LB)
The intent of this paper is to synthesize portions of the African American dialect literature that have relevance for designing, implementing, and evaluating school-based language programs for African American dialect speakers, and also to suggest guidelines for developing such programs. Because the issues reflect divergency and controversy, it is necessary to verify the match between philosophical underpinnings and program practices. The following guidelines are presented: (1) acknowledge and work with the varied interest groups (this involves mediation and coordination between groups, using school district resources, and ensuring that the evaluation plan meets information needs); (2) develop the philosophical bases of the program (e.g., advocate for the child); (3) identify and state program assumptions, values, and goals; (4) incorporate relevant research and theory (e.g., respect and use the richness of the cultural context, employ bridging strategies between dialects, use the child's existing language code-switching skills, identify and work out problems of mismatch in non-verbal communication); (5) assess existing program strengths, weaknesses, and problem areas (e.g., staff training, administrative/school support, relationship between the community and school, finances, facilities and materials, instruction, educational objectives and environment); and (6) develop evaluation plans as early as possible. Contains 40 references. (LB)
naturalness ratings were influenced by type of dialect, speech fluency and speaking rate. (Author/CR)

AN: EJ470175 CHN: CG543166
AU: Atkins,-Carolyn-Peluso
TI: Do Employment Recruiters Discriminate on the Basis of Nonstandard Dialect?
PY: 1993
SO: Journal-of-Employment-Counseling; v30 n3 p108-18 Sep 1993
ISSN: 0022-0787
DT: Reports-Research (143); Journal-Articles (080)
LA: English
DE: *Black-Dialects; *Employment-Interviews; *Equal-Opportunities-(Jobs); *Recruitment-; *Regional-Dialects
DE: Dialect-Studies; Grammatical-Acceptability; Nonstandard-Dialects
JA: CIJ021994
AB: Recruiters (n=65) rated effect of specific social dialect characteristics on job interview and rated their perceptions of social dialect speakers. Results revealed that 58% of Appalachian English variables presented and 93% of Black English variables presented were considered to have negative effect on job interview. For both dialects, nonstandard grammar was judged more negatively than nonstandard pronunciations. (Author/NB)

AN: EJ468903 CHN: FL523027
AU: Kerswill,-Paul
TI: Rural Dialect Speakers in an Urban Speech Community: The Role of Dialect Contact in Defining a Sociolinguistic Concept.
PY: 1993
ISSN: 0802-6106
DT: Information-Analyses-General (070); Journal-Articles (080)
LA: English
DE: *Applied-Linguistics; *Dialect-Studies; *Language-Patterns; *Regional-Dialects; *Sociolinguistics-; *Urban-Areas
DE: Classification-; Models-
ID: *Speech-Community
JA: CIJ011994
AB: The applicability of the notion of "speech community" in urban centers where considerable dialect mixing takes place is discussed. Labov's model is examined and four speech community criteria are emphasized: nativeness of speech community members, uniform patterns of linguistic variation, shared evaluation of features, and close relatedness of varieties at all linguistic levels. (49 references) (Author/LB)
Nonstandard Dialect Speakers and Collaborative Learning.

Argues that nonstandard dialect speakers require instruction vastly different from more traditional methods. Argues against code switching and discusses bidialectic teaching. Asserts that evidence indicates the importance of the absence of competition for facilities, personal contact, and equivalence of positions and functions and that the traditional composition class does not address these factors positively. (PRA)

Educators' Perceptions of Barriers to the Identification of Gifted Children from Economically Disadvantaged and Limited English Proficient Backgrounds.

This report presents results from a 10-item survey of 750 educators from 14 school sites, designed to gain insights into the perceptions educators hold
regarding the problems of identifying gifted children from economically disadvantaged and limited English proficient backgrounds. Results indicated that major barriers to identification were test bias and teachers' inability to recognize indicators of potential in certain groups. Five other issues were identified as moderate barriers: students' use of nonstandard English and/or limited proficiency in the English language; differences in language experiences; parents not providing a stimulating home environment; use of narrow screening/selection processes; and teachers' prejudicial attitudes. Three issues were identified as minor barriers: beliefs that intellectual giftedness is not valued by certain groups; teachers' fears about program quality diminishing when minority and economically disadvantaged students participated; and beliefs about the limited number of gifted children who come from economically disadvantaged and limited English proficient backgrounds. The implications of these results for designing staff development programs are discussed. Appendices include the evaluation instrument used to measure educators' attitudes, descriptions of the pilot sites, and descriptions of the national field test study sites. (Contains 57 references.) (Author/CR)

AN: ED361721 CHN: CS214016
AU: Dumas,-Bethany-K.; Garber,-Darrell-H.
TI: Students' Right to Their Language: Distinguishing Patterns and Varieties.
PY: 1989
PR: EDRS Price MF01/PC01 Plus Postage.
DL: http://orders.edrs.com/members/sp.cfm?AN=ED361721
DT: Opinion-Papers (120); Guides-Non-classroom (055); Speeches-or-Meeting-Papers (150)
CP: U.S.; Tennessee
LA: English
PG: 19
DE: *English-Instruction; *Nonstandard-Dialects; *Standard-Spoken-Usage; *Teaching-Methods
DE: College-Students; Curriculum-Development; Freshman-Composition; Higher-Education; Linguistic-Theory; Student-Needs; Teacher-Role
ID: *English-Teachers
ID: Educational-Issues
JA: RIE021994
AB: The wide gap that exists between linguists and English teachers accounts for some of the difficulty involved in determining whether or not students "have a right to their own language." Linguists generally concern themselves with cognitive sufficiency; whereas, English teachers, concerned with behavioral sufficiency, encounter language within the context of its use. The responsibility of the teacher to the speaker of a nonstandard dialect lies in two areas, teaching spoken English and teaching written English. Four conceivable goals of teaching spoken English are: eradicationism: the students would control Standard English
and give up Nonstandard English; the student would give up Nonstandard English but would not be explicitly taught Standard English; bidialectalism: the students would be taught Standard English and allowed to retain Nonstandard English; or the student would retain Nonstandard English and Standard English would not be taught. With respect to the teaching of written English, various stages of development must be considered as well as the social and institutional contexts within which the writing is taking place. The basic generalities which apply to these two areas imply that patterns and varieties of English that genuinely reflect "the dialects of students' nurture in which they find their own identity and style" must be identified before a valid discussion of students' rights to their own language can take place. (Two appendixes provide samples of student writing.) (NH)

A modified language arts curriculum has resulted from the contributions of linguists. Language arts teachers need to be thoroughly versed in content and methodology recommendations made by linguists. It is important for pupils to understand patterns of sentences in the English language. Pupils should also attach meaning to the concept of expanding sentences. It is important for learners to attach meaning to concepts such as stress, pitch, and juncture. Pupils, with teacher guidance, need to understand the concept of usage as it relates to standard and nonstandard English in oral and written communication of content. (RS)
Many linguists, sociologists, and educators see the nonstandard form of speech used by African-American students as a substandard, imperfect copy of Standard English (SE), marred by a number of careless and ignorant errors, rather than as something to be studied and understood in its own right. Many African-American college students continue to exhibit nonstandard English patterns after 12 years of education. Public education has refused to see African-American English (AAE) as a legitimate form and has not developed methods to teach African-American students SE. Common phonological problems of speakers of AAE involve consonant substitutions and word misarticulations such as "ax" for "ask." The Conference on College Composition and Communication (a part of the National Council of Teachers of English) adopted a resolution of "Students' right to their own language," to which many African-American students would quickly agree. There has been only a small amount of research published about the emerging phonology of AAE speaking students. The time has come for all teachers of African-American students to seek the help they need in order to prepare these students to meet the demands of society, by guiding them into a new dialect suitable for social mobility and vocational success. (Sixteen references are attached.) (RS)
AB: Adult basic education fails to recognize fundamental differences between instructors and students whose native language is not English or whose home language is a nonstandard English dialect. Solutions include using the additive model of literacy development, using home languages first, and increasing understanding of linguistic minority groups. (SK)

CH: CE
FI: EJ
DTC: 120; 080

AN: EJ529145 CHN: CS752059
AU: Howard,-Rebecca-Moore
TI: The Great Wall of African American Vernacular English in the American College Classroom.
PY: 1996
JN: JAC:-A-Journal-of-Composition-Theory
ISSN: 0731-6755
DT: Opinion-Papers (120); Journal-Articles (080)
LA: English
DE: *Bidialectalism-; *Black-Dialects; *Nonstandard-Dialects; *Standard-Spoken-Usage
DE: Higher-Education; Writing-Instruction
ID: *African-Americans
JA: CIJ011997
AB: Reviews three responses to a student's use of nonstandard English: eradicationism, pluralism, and code switching. Suggests that many scholars, recognizing an option between the first and third options, fail to acknowledge the existence of the second option, which gives the language user, not the teacher, the agency in deciding which form of language to use. (TB)
CH: CS
FI: EJ
DTC: 120; 080

AN: EJ487962 CHN: EC609155
AU: Craig,-Holly-K.; Washington,-Julie-A.
PY: 1994
JN: Language,-Speech,-and-Hearing-Services-in-Schools
ISSN: 0161-1461
DT: Journal-Articles (080); Reports-Research (143)
TA: Researchers
This study examined the complex syntax production of 45 pre-school-aged African American boys and girls from urban, low income homes. Results provide quantitative descriptions of amounts of complex syntax and suggest a potential positive relationship between amounts of complex syntax and amounts of nonstandard English form usage in the children's speech. (Author/DB)

Discusses how activities relating to dialect and nonstandard English are integrated into the curriculum in a middle school English class. Describes numerous class activities that result from reading aloud literary works in a wide array of dialects. Asserts the need for respect for linguistic variation in the classroom and in society. (PRA)
DE: *Nonstandard-Dialects
DE: Class-Activities; Elementary-Secondary-Education; Postsecondary-Education; Teacher-Attitudes; Teaching-Methods
JA: CIJ041992
AB: Explains how using the term "Family English" to identify nonstandard English with adults in developmental classes at the junior college level keeps communications open without negatively labeling their language and without producing hostility. (SR)

TI: Linguistically appropriate special education
AU: Grossman,-Herbert
SO: Advances-in-Special-Education. v. 11 (1998) p. 41-54
PY: 1998
PD: bibl
IS: 0270-4013
LA: English
AB: Part of a special issue on issues, practices, and concerns in special education. The writer discusses the education of limited English proficient and nonstandard English speaking students with disabilities. A great number of this cohort of students do not receive linguistically appropriate special education services. The underlying causes of this inappropriate education are a lack of awareness of and interest in the needs of limited English proficient and nonstandard English speaking students with disabilities and a prejudice against bilingual and bidialectic education. Therefore, this cohort of students will continue to be denied the linguistically unbiased services to which they are entitled until special educators, administrators, psychologists, and the professors who prepare them change their attitudes and behavior.
DE: English-as-a-second-language; English-language-Dialects; Bilingual-education-Special-schools-and-classes
DT: Feature-Article
TXI: N

TI: Setting the standard
OT: Augmented title: developing young children's awareness of standard English grammar
AU: Palmer,-Sue
PY: 1998
PD: il
IS: 0009-3947
LA: English
AB: Methods of developing children's awareness of standard English grammar are discussed. The methods are to repeat children's utterances of nonstandard English in the standard form, to discuss differences between colloquial and standard English, to plan lessons around children's most common nonstandard
uses of English grammar, to point out nonstandard forms in fiction that is being read, and to teach reading.

DE: English-language-Teaching-Great-Britain; English-language-Grammar-Teaching
DT: Feature-Article
TXI: N
AN: 98012419
TI: Nonstandard English: a sociolinguistic perspective
AU: Fitts,-Elizabeth-H
SO: Journal-of-Developmental-Education. v. 18 (Spring 1995) p. 10-12+
PY: 1995
PD: bibl
IS: 0894-3907
LA: English
AB: A study examined whether both African-American and white college students who speak predominantly nonstandard English could improve their identified nonstandard phonological skills after instruction using the International Phonetic Alphabet (IPA). The findings indicated that a positive relationship existed between the IPA as an intervention strategy and persistent phonological problems. Students demonstrated significantly less phonological errors after instruction using the IPA, there was no significant difference in pretest and posttest results between male and female students, and there were significant differences between the three age groups.

DE: Sociolinguistics-; English-language-Dialects
DT: Feature-Article
TXI: N
AN: EJ568498
CHN: CS755785
AU: Kirby,-Ashante-Nicole; Sorace,-Gail-Beem
TI: The Language of Wider Communication: Beyond Ebonics (Rainbow Teachers/Rainbow Students).
PY: 1998
SO: English-Journal; v87 n3 p74-78 Mar 1998
JN: English-Journal
ISSN: 0013-8274
NT: Theme: Teaching the Classics: Old Wine, New Bottles.
DT: Guides-Classroom-Teacher (052); Journal-Articles (080)
LA: English
DE: *Black-Dialects; *Language-Attitudes; *Nonstandard-Dialects; *Oral-Language; *Teacher-Student-Relationship
DE: Communication-Skills; Elementary-Secondary-Education
JA: CIJ031999
AB: Presents first a short article, "Response to the Issue of Ebonics," written by a Pennsylvania high school student. Follows this with an article, "Building Bridges to the 'Language of Wider Communication'" which reflects on ways of
using the language children bring to the classroom as a means of building bridges to wider communication. (SR)

The recent discussions about the teaching of Black English, known as Ebonics, in the Oakland (California) school district have highlighted concerns about the right way to educate African American children. The authors of essays in this collection offer background history that explores the race and power dynamics surrounding the development of Ebonics and they discuss how an understanding of Ebonics may affect classroom practice. The authors, despite certain differences, are united in respect for the language spoken by most African American children, regardless of what one calls that language, and in an understanding that African American children must be taught Standard English. Two essays in the first section, "Introductions," provide background in Ebonics and culturally responsive education for African American students. The second section, "What Is Ebonics?", presents six essays that discuss the characteristics of Ebonics as a language system with roots in Africa, rather than a substandard form of English. The third section, "Classroom Implications," contains eight essays that talk about ways to acknowledge and accept Ebonics while teaching standard English. The fourth section, "The Oakland Resolution," contains 11 essays and public documents that consider the ramifications of the Oakland decision and the district’s educational policy. Section 5, "Personal Essays," contains two essays that talk about the relationship between Ebonics and
The ability to deal effectively with student differences is crucial to teaching reading. Teachers must address the needs of culturally and linguistically diverse students in the regular classroom. The ability of teachers to handle differences effectively translates into instructional practices that provide for each student's self-respect and that lead all students to feel secure in the classroom. Creating successful opportunities for students with limited proficiency in English requires an understanding of nonstandard dialects, characteristics of foreign languages spoken by the students in the classroom, and students' cultural values. Although speaking with a dialect or a primary language other than English may present problems in learning to read, in a traditional general education classroom a sensitive and knowledgeable teacher minimizes this problem. Teachers who tailor reading instruction that enhances the needs of all students truly transform the literacy paradigm for students who have historically belonged to marginalized groups. Thus, by making use of effective reading strategies such as direct instruction combined with basal reading materials and literature-based reading instruction, teachers can successfully speak to the needs of culturally and linguistically diverse students. (Contains 38 references.) (RS)
This 65-item bibliography presents newspaper articles, books, magazine articles, articles from scholarly journals, and documents available online that deal with Black English (Ebonics). Materials in the bibliography were published between 1973 and 1997, with many items published in 1996 or 1997. (RS)
From the perspective of an African American woman teaching at an all-Black high school in the Mississippi Delta, the moment when she must begin teaching English grammar is the moment her students put up a fearful, sometimes hostile resistance. This paper examines the language patterns and attitudes of African Americans, as well as the educational methods used to teach African American students. Following an introduction which furnishes a historical background, the paper first discusses African Americans and the struggle for formal literacy and then discusses the development and perceptions of African American Vernacular English (AAVE). In the next section on continuing controversies about how to teach standard English, the paper focuses on teaching writing at the college level, noting that two assumptions at the heart of writing process methodology: a belief that students' expectations about learning do not substantially differ from those of their teachers and a belief that teachers are generally capable of understanding and exchanging dialogue with all students, can be inappropriate for Black students. The final section of the paper discusses "culturally engaged teaching" and gives various examples of effective use of that approach. Contains 70 references. (NKA)
unchanging. In today’s college classrooms, many English as a Second Language students appear whose intelligence is unquestioned, but whom many teachers expect to write in solely American "academic English" convention. In "Talking Back," bell hooks relates that despite a lack of Black women teachers in English departments and despite overt and institutional racism in the predominantly White classrooms in which she was a student, she determined not to become an oppressor. English instructors must read student papers as whole written thoughts worthy of consideration, re-see their visions of language, and understand the hidden agendas of language use just as they have come to see the hidden curriculum in schools. They must realize, as the movie "American Tongues" points out, that all students come from dialectical backgrounds, some of these backgrounds having very entrenched systems of thought. Contains 43 references. (TB)

LV: 1
CH: CS
FI: ED
DTC: 120; 150

AN: ED384064
CHN: CS214921
AU: Sohn,-Katherine-K.
TI: Rural Whites: A Part of Multiculturalism?
PY: 1994
PR: EDRS Price MF01/PC01 Plus Postage.
DL: http://orders.edrs.com/members/sp.cfm?AN=ED384064
DT: Opinion-Papers (120); Speeches-or-Meeting-Papers (150)
CP: U.S.; Kentucky
LA: English
PG: 12
DE: *Basic-Writing; *Cultural-Context; *Regional-Dialects; *Rural-Population; *Student-Needs; *Whites-
DE: Cultural-Pluralism; Higher-Education; Nonstandard-Dialects; Regional-Attitudes; Sociolinguistics--; Standard-Spoken-Usage
ID: *Appalachian-People
ID: Pikeville-College-KY; Student-Empowerment
JA: RIE111995
AB: An instructor recently concluded that the students (rural mountain, white) that she teaches at Pikeville College, Kentucky, (population 6,500) have a part in multiculturalism; consequently, multiculturalism has become part of the classroom agenda. There are four steps in the curriculum. First, stereotypes and dialectical differences of Appalachia are considered. Students are asked to look at common examples of outsiders who stereotype the people of Appalachia; then students recall times when they themselves have been stereotyped or ridiculed; and finally, the students examine some of the positive attributes of the
Appalachia area. Second, the students study the origin of their linguistic background and distinguish dialect problems from general illiteracy. With the instructor the students discuss what Appalachia English (AE) is, as defined by researchers. They also consider the power of the metaphors prevalent in their vernacular. Third, students reflect on the ways to deal with being outside the standard. Dialogue centers on the choices a person makes, for example, when wearing a dress to church and jeans to McDonalds. Fourth, students are helped to build confidence and pride in expressing themselves in their writing. Since many in the class are underprepared for writing, the conversation is about how writers offer varying experiences to their audiences and how the power to make a difference in their lives resides within each student. (Contains 10 references.)

(TB)
LV: 1
CH: CS
FI: ED
DTC: 120; 150

AN: ED377477
CHN: CS214626
AU: Chapman, Iris-Thompson
Ti: Dissin' the Dialectic on Discourse Surface Differences.
PY: 1994
SO: Composition-Chronicle; v7 n7 p4-7 Nov 1994
JN: Composition-Chronicle
PR: EDRS Price MF01/PC01 Plus Postage.
DL: http://orders.edrs.com/members/sp.cfm?AN=ED377477
DT: Reports-Research (143); Journal-Articles (080)
CP: U.S.; New-York
LA: English
PG: 6
DE: *Black-Students; *Nonstandard-Dialects; *Writing-(Composition); *Writing-Skills
DE: High-School-Students; High-Schools; Writing-Instruction; Writing-Research
ID: *Voice-(Rhetoric)
ID: African-Americans; Writing-Development
JA: RIE051995
AB: Statistics from several southern states show that African American high school students fail their regents writing exams at a considerably higher rate than do white students. A study evaluated failing regents essays written by African American high school students in several states to determine what the source of their failure was. Results showed that black English vernacular accounted for only 15% of the surface errors. Scorers of the exams most commonly cited the essays’ failure to provide adequate support for their arguments. They found the essays either illogical, insufficient, unfocused, unclear or repetitious. Therefore, writing teachers have to entertain the notion that development is a co-conspirator
or co-operant in the failure. What can be done to improve the performance of African-American students? The answer is not more drilling of mechanics but some attempt to help them develop a voice in writing. Having been tracked into less demanding classes, they are simply not writing enough. Peter Elbow defines voice as what most people have in their speech but lack in their writing; it brings life to writing; it has the texture and sound of "you." For African-Americans students, finding voice in "talk" or orality has never been a problem. Excerpts from a student's paper show that a real voice resides there. (Two tables of data are included.) (TB)

LV: 1
CH: CS
FI: ED
DTC: 143; 080

AN: ED374166
CHN: UD030028
AU: Carter,-Linda-Carol
PY: 1994
PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DT: Reports-Research (143); Tests-or-Questionnaires (160)
CP: U.S.; California
LA: English
PG: 29
DE: *Black-Attitudes; *Black-Dialects; *Grammatical-Acceptability; *Language-Styles
DE: Nonstandard-Dialects; North-American-English; Oral-Language; Research-; Social-Dialects
ID: *African-Americans
JA: RIE011995
AB: For the past 25 years, controversy has developed over the value and use of African-American (AA) English. This study examined the opinions of AAs from a variety of backgrounds and communities in California and Georgia to obtain their views on AA English; its place in the school, in the community, and in AA heritage; and its role in the futures of AA students. The results from 51 completed questionnaires and four interviews indicated that AAs have varying opinions about AA English. Most educators in California were aware of the goal of recognizing AA English in the classroom, but it did not appear to be a topic of discussion of school boards and state legislatures nationwide. Most of the respondents felt that some AAs do speak with a dialect, but they did not believe there was a language known as AA English. Overall, most of the respondents agreed that AA English is a valuable part of their heritage, however, it had no place in the classroom, and its use beyond one's community can affect students' opportunities and economic success. Appendices include respondents' demographic data and the survey questionnaire. (Contains 8 references.) (GLR)
LV: 2
Reading aloud is an important motivational strategy not only for primary school children but also for upper-elementary, middle, and high school students. Teachers should pursue an instructional balance that considers both a sensitivity to curricular mandates and a perspective that reading aloud is beneficial to students. Poems, short stories, or excerpts from a longer selection can be selected by content area teachers who feel constrained by time limitations. In addition to fiction, students benefit from exposure to a wide variety of materials. An important aspect of reading aloud is to engage students interactively during the process. As students become more comfortable with the read-aloud experience, educators can use this meaningful context to extend students' vocabulary and concept development. The reading aloud experience can highlight the function of meaning for students who speak a nonstandard dialect of English, helping all students to accept varied forms of responding, and validating the belief that students who speak in nonstandard dialects are different, not deficient, in their language use. Students also need opportunities to read aloud to an audience. Although reading aloud is not a panacea, teachers and administrators must realize its enormous potential for nurturing the literacy development of all students, including a growing number of at-risk learners. (Ten helpful hints for reading aloud are attached.) (RS)
The divergence controversy is addressed in this holistic examination of Vernacular Black English (VBE). The debate over VBE stems from Labov's conclusion that the vernaculars of Black and White dialects in the South reveal completely different patterns of development. This study is based on patterns obtained from the writer's earlier research on older VBE speakers from the rural South and supplemented with patterns based on personal experience as an African American raised in the South. Approximately 50 VBE patterns are identified that attest to the radical difference between VBE and other nonstandard dialects, but it is concluded that divergence is a question that cannot be answered by this study alone. The findings are consistent with current theories about VBE tense-aspect, particularly those involving invariant "be." Contains 6 references. (LB)
A study investigated African-American children, Section 1703(f) of the Equal Education Opportunity Act of 1974 and the attention paid to teaching these children to read in current reading method textbooks. The main aspects of Black English were identified and recognized as significant barriers to reading achievement. The contents of 14 of the most widely used college and university undergraduate reading method textbooks were analyzed to determine whether the reading needs of African-American children were being addressed. Results indicated that little attention was being paid in reading textbooks to the reading needs of African-American children and that the plight of these culturally and linguistically diverse children over the last two decades had not changed significantly. (Three tables of descriptive statistics, and a series of positive teaching steps to improve the situation are included; 22 references are attached.) (Author/PRA)
This resource guide is designed for use by all educators who work with English-as-a-Second-Language/Dialect (ESL/D) students, including administrators, regular classroom teachers in both elementary and secondary schools, trained ESL/D teachers, and other support staff such as language assistance teachers and special education staff. The book provides guidelines and specific suggestions that will assist in adapting and/or modifying the regular curricula to meet the needs of ESL/D Students. Contents of the guide will acquaint administrators and teachers with knowledge and teaching techniques for working with ESL/D students. After an introductory section, the guide contains the following sections: (1) the incoming ESL/D student; (2) ESL/D student programs; (3) language acquisition; (4) developing communicative competence; (5) resources; (6) culture; and (7) reference material. (JL)

1998

Journal-of-Black-Psychology; v24 n1 p60-75 Feb 1998

Journal-of-Black-Psychology

Black-Dialects; English;; Student-Attitudes; Undergraduate-Students; Urban-Language

Black-Students; Higher-Education; Nonstandard-Dialects; Racial-Identification; Social-Class

African-Americans

Notes that familiarity with the language of students--and especially awareness of the features of their languages that make acquisition of educated English difficult--enables the teacher to use a variety of techniques. Suggests that tolerance and acceptance of a panoply of dialects is a must, not a choice. (RS)

Clearing-House; v70 n5 p228-29 May-Jun 1997

Clearing-House

Black-Dialects; Standard-Spoken-Usage

Language-Standardization; Nonstandard-Dialects; Secondary-Education

CIJ121997

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Clearing-House
Arbures that nonstandard dialect literature deserves more attention than it is currently getting in the classroom, even if this means additional skills on the part of teachers and students. Introduces some issues of multicultural pedagogy based on the author's experience of teaching Alice Walker's "Nineteen Fifty-Five." (TB)

Provides a framework to describe the variability between negative auxiliaries in predicative constructions based on a quantitative analysis of data collected on African American vernacular English. Results indicate that, with the possible exception of the negative present variation, the alternations all belong to one underlying system. (56 references) (Author/CK)
Effects of Race and Dialect of Examiner on Language Samples Elicited from Southern African American Preschoolers.

Language samples were elicited from 17 African American preschoolers by 3 examiners; a white female using standard English and 2 African American females using either standard English or black English. Samples elicited by the African American examiners contained more different Black English features, with examiner usage of Black English eliciting the most features. (Author/DB)
The prepositional phrases used in free play discourse by 45 African American preschoolers from low-income homes were analyzed. A statistically significant positive relationship was found between amounts of African American English (AAE) form use and relational semantic complexity. No significant relationships were found between simpler prepositional meanings and AAE form use. (JDD)

This article examines differences between language deficits and language differences, with emphasis on African American students from lower socioeconomic levels, and considers intervention with this population in terms of why it should occur, when it should occur, and how it should be structured. An appendix summarizes dialectical features of African American English. (DB)

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ISSN: 0896-3592
DT: Opinion-Papers (120); 141; Guides-Classroom-Teacher (052); Journal-Articles (080)
LA: English
DE: *Literacy-; *Nonstandard-Dialects; *Speech-Instruction
DE: Black-Dialects; Class-Activities; English-Instruction; Oral-Language; Public-Speaking; Secondary-Education; Teaching-Methods
JA: CJ091994
AB: Discusses the place of nonstandard language in the English curriculum. Summarizes one speech instructor's attempt to locate a connection between black English and middle class white suburban language patterns. Shows how speech teachers can help students become aware of their own speech patterns.
(HB)
CH: CS
FI: EJ
DTC: 120; 141; 052; 080

AN: EJ468887
CHN: FL523011
AU: Heath,-Shirley-Brice
TI: Inner City Life through Drama: Imagining the Language Classroom.
PY: 1993
SO: TESOL-Quarterly; v27 n2 p177-92 Sum 1993
JN: TESOL-Quarterly
ISSN: 0039-8322
DT: Opinion-Papers (120); Journal-Articles (080)
TA: Teachers; Practitioners
LA: English
DE: *Drama-; *English-(Second-Language); *Inner-City; *Language-Acquisition; *Language-Maintenance; *Role-Playing
DE: Nonstandard-Dialects; Second-Language-Learning
JA: CI011994
AB: A story is told of how inner-city youth organizations use dramas that young people write, cast, and direct to enable them to retain their first language or dialect while gaining standard English and preparing for job entry. The story ends with implications for the language classroom. (seven references) (Author/LB)
CH: FL
FI: EJ
DTC: 120; 080
AN: EJ468846
CHN: EC606775
AU: Adger,-Carolyn-Temple; and-others
TI: Language Differences: A New Approach for Special Educators.
PY: 1993
SO: Teaching-Exceptional-Children; v26 n1 p44-47 Fall 1993
JN: Teaching-Exceptional-Children
This article offers special educators suggestions for using the natural occurrence of multiple dialects in the school and community as a means to teach children about the nature of language in society, increase their language awareness, learn about dialects, and learn standard English as a second dialect if necessary. (DB)

AN: EJ468749 CHN: EC606641
AU: Wolfram,-Walt
TI: A Proactive Role for Speech-Language Pathologists in Sociolinguistic Education.
PY: 1993
SO: Language,-Speech,-and-Hearing-Services-in-Schools; v24 n3 p181-85 Jul 1993
JN: Language,-Speech,-and-Hearing-Services-in-Schools
ISSN: 0161-1461
DT: Journal-Articles (080); Opinion-Papers (120)
TA: Practitioners
LA: English
DE: *Cultural-Differences; *Curriculum-Development; *Limited-English-Speaking; *Linguistics-; *Multicultural-Education
DE: Demonstration-Programs; Humanistic-Education; Intermediate-Grades; Nonstandard-Dialects; Speech-Therapy; Staff-Role; Student-Educational-Objectives; Teacher-Role; Therapists-
JA: CIJ011994
AB: This article addresses the educational need for knowledge about language differences and the role that school-based speech-language pathologists can play in mainstream education about language differences. A pilot language awareness program for fourth and fifth graders, which includes humanistic, scientific, and cultural objectives, is described. (Author/DB)
CH: EC
FI: EJ
DTC: 080; 120

AN: EJ441426 CHN: EC603138
This case study describes a criterion-referenced method of assessing the speech and language of a young child who speaks an uncommon or unfamiliar English dialect. The method, Parent Child Comparative Analysis, involves administering an identical test battery to parent and child and interpreting the child's performance in relation to the parent's. (DB)
Describes an approach to teaching standard English to basic students that puts them at ease. Discusses "linguistic drift," the changes that take place in language over time. Describes a daily one-minute-drill listening exercise in standard English that is effective and leaves most of classtime to explore rich verbal experiences. (PRA)
black communities are rarely permitted to describe or defend their language or ways of using it. Offers the essays, comments, and class interactions of an African-American/Linguistics class on language and language attitudes. (PRA)

CH: CS
FI: EJ
DTC: 080; 120

TI: Students and professionals who speak English with accents and nonstandard dialects: issues and recommendations
OT: Augmented title: position statement & technical report
SO: Asha. v. 40 no2 (Spring 1998 supp no18) p. 28-31
PY: 1998
IS: 0001-2475
LA: English
AB: The American Speech-Language-Hearing Association's position statement and technical report on the provision of speech, language, and audiological services to individuals with communication disorders by students and professionals in communication sciences and disorders who speak English with accents and nonstandard dialects are provided.
DE: American-Speech-Language-Hearing-Association; English-language-Pronunciation-by-foreigners; English-language-Dialects
DT: Feature-Article
TXI: N
AN: 98014325