

Examining Dialect Diversity Through Go Animate!	
Grade Level	ENG 101, First Year University students Although this lesson can be molded for younger grades (including ESL high school students)
Length of Lesson:	15 minutes for attendance and discussion 15 minutes for students to go through Go Animate's features and letting students sign up / explore its capabilities. 15 minutes to share conversations 30 minutes to vote on these language varieties and construct a survey
Overview of the Lesson:	Students in this lesson will be examining natural speech as it actually occurs. Too often, sociolinguistics are concerned with language variability within a particular subset or population. This exercise gives students the opportunity to record and capture speech in a popular conveyed source. Additionally, students will this as a "start off" point for their research projects in their captured language term.
SWABAT	Students will be able to participate in incipient linguistic research investigating a language term that they have observed. Students will be able to engage in primary research regarding their particular research topic. Students will be able to categorize the language term into categories, and examine the underpinnings and grammatical usage of spoken speech. Students will be able to examine the historical and cultural relevancy of global environments, and the natural processes of language change. Students will be able to interact within the genre of social science as primary researchers.
Standards Being Addressed:	For ENG 101: GEP CATEGORY OBJECTIVES: WRITING & SPEAKING 3. Demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in written communication. UNIVERSITY FIRST YEAR COMPOSITION LEARNING OBJECTIVES 2. Examine similarities and differences in forms of inquiry and writing across academic disciplines. For ESL or ELA students , this lesson also adheres to the following Common Core Standards:

	<p><u>CCSS.ELA-Literacy.WHST.11-12.2a</u> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.2b</u> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
<p>Materials Needed:</p>	<p>GoAnimate to sign up for an account: http://www.goanimate.com/</p> <p>Computers (my classroom is a BYOT—Bring your own technology interface), although I can envision students frontloading most of their assignments on their own and then combining on computer lab day the materials they have gathered).</p>
<p>How the Lesson Will Flow:</p>	<p>Every day, I start with attendance by asking them a question of the day, so that everyone will have a chance to speak in class. This goal is to provide an open class environment where each student feels validated and encouraged to share. Usually, I structure the question of the day related to the lesson plan, so everything is contextualized within the learning target. This lesson can ask questions relating to speech, such as “<i>what do young people say that you like/dislike?</i>” or “<i>what is the best thing about the South?</i>” (usually there is at least one response about ‘slow nice speech’ or ‘the way we/they talk’, to which we can draw into conversation as the class advances).</p> <hr/> <p>Following attendance, we can actively lead into a discussion about why these terms occur, who are the speakers, and what context are these terms used. <i>What are the “perceived” meanings versus the actual meanings? What are the connotations, or the social implications behind these language terms? How are these speech terms culturally bound?</i></p> <p>For example, “bless your heart” to a Northerner may sound like a nice colloquial term that expresses sympathy and understanding, but in the South, the covert meaning of “bless your heart” is more of a sting, an insult. One such example to show students who do not know the hidden meaning is the following dialogue I had with a stranger in Food Lion.</p> <p>[Scene: Food Lion]</p>

Stranger: *So, how long have you been in the country?*

Me: *Um, all my life?*

Stranger: *Oh, OK.*

Me: *How long have you been in the country?*

Stranger: *All my life as well, I guess.*

Me: *Bless your heart.*

Here is a double entente. The stranger presumes I am a foreigner, but I mention “bless your heart” as a discourse marker to underscore that I am a member of that community. It also serves as a mild insult to the stranger for misjudging my appearance.

This shows students how language is socially bound (by region, gender, ethnicity, etc), so there is nothing inherently wrong with these forms. They just show the variability of dialects from the norm, forms that should be embraced rather than disparaged.

Students will be able to examine how language changes, and progress toward re-examination of attitudes against language that may have racial, gendered, classist, etc undertones.

After the discussion comes the video, I will present to them the technology they will be working with (Go Animate). Go Animate is a low-production animated video in which the characters act out user-generated words in a number of scenes. First, I will model for them by showing them my own example.

Here is my Go Animate video: http://goanimate.com/videos/0-xP5ap5Q_S4.

(This video shows how Ask and Axe are variants, but that doesn’t mean that they aren’t valid.)

I underscore this video by pulling up the direct line in Chaucer’s *The Canterbury Tales* on the document camera (see Sources), and having students examine Old-Middle English variety as it was preserved. Therefore, I explain, students cannot think African American English or Appalachian English or any variety as decrepit in any way because one of the first venerated writers used it.

THE ASSIGNMENT: *“Collect a language term and record the entire utterance as best as you can remember it onto GoAnimate, the gender and ethnicity of the speaker and addressee(s), the relationship between speaker and hearer, and the situation.”*

I walk students through the steps of GoAnimate: (it might also be good to have a separate document listing those steps, so that students who are behind can catch up without distracting other students).

First set up a theme. There are many varieties, including space cadets, savannah creatures, and anime.

To set up the dialogue, students can simply click on their characters, and type in what they want to say:

Woman: *Hi Buddy, can I axe you a question*

Man: *Don't you mean ASK?*

Woman: *Actually, AXE is a term used by some speakers in the Appalachian mountains and in African American communities.*

Man: *Yeah, so isn't that wrong?*

Woman: *Of course not! Chaucer actually used AXE in the Canterbury Tales. He says in the Wife's Tale, “I axe, why the fyfte man Was nought housband to the Samaritan?”*

Man: *Oh, I learned something.*

Lastly, they can set motions and actions to underscore some of the meanings of the scene.

I will give them time to experiment with GoAnimate, now they are aware of the basics, so they can add their own “style” or “flair”. I walk around to see what students have and to aid them in troubleshooting. After they are completed, students will post to the Moodle their particular language variety.

After about 15 minutes, I ask for student volunteers if they want to share their language term.

STUDENT EXAMPLES:

Tatyana—Jimmies v Sprinkles

http://goanimate.com/videos/0iCZ4e2h6yjY?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Grant—Beefcake

http://goanimate.com/videos/0B8JnJcn7x2o?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Ivy--pop v soda

http://goanimate.com/videos/0N0Pvr4GPW6s?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Allison--fixin' v going to do

http://goanimate.com/videos/0FLGxpITqbvU?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Jess--hoagie v sub

<http://goanimate.com/videos/0euyyUaG5aCk>

Geoff--buggy v shopping cart

http://goanimate.com/videos/08WNqnsWf_Eo?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Emily: “I reckon”

http://goanimate.com/videos/0UnEZ97v3nuU?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent

Jenna--Oleo v butter

<http://goanimate.com/videos/0i4Fdnf16V3g>

Peyton: [http://goanimate.com/videos/0NijjKL-](http://goanimate.com/videos/0NijjKL-jY8?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent)

[jY8?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent](http://goanimate.com/videos/0NijjKL-jY8?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent)

The students contribute to why they thought this particular term was interesting or the circumstances that led to their documentation of the lexical item.

VOTING BY METOO!

After the students had shared their particular term, the class then voted on their favorite language varieties via MeToo.

MeToo! (<https://apps.delta.ncsu.edu/metoo/view.php?metoo=1722>) is a user-friendly voting system that allows members to anonymously vote on their language term. As soon as the students post their language term on the Moodle, I then copy and paste their terms onto this catalog where users can vote more than once on a particular term. I give them a specific time limit, and when time is over, I then collect the top 4 terms.

In a word document projected onto the board, I practice writing up a sociolinguistics question based on their word. In order to subscribe to the realm of social science, their questions must be formulated based on certain criteria.

EXAMPLES OF SOCIOLINGUISTIC QUESTIONS

A. LEXICAL

(Vocabulary)

1. What do you call a round, fried cake with a hole in the center?
2. What do you call the vehicles people push babies around in?
3. What do you say when you want to lay claim to the front seat of a car?
4. What do you call the shoes you wear when running or in athletics class?
5. What do you call the class you take in school where you do sports?
6. What do you say to address a group of people?
7. What is the thing that women use to tie their hair?
8. What do you call that piece of soft furniture you recline on?
9. What do you call the room the toilet is in?
10. What do you call the paper container in which you might bring home items you bought at the store?

(Semantics)

1. What can a “pail” be used for? What can a “bucket” be used for?
2. What does “bless your heart” mean?
3. What is the distinction between “dinner” and “supper”?
4. Do you “wait on” someone or “wait for” someone?

B. PRONUNCIATION

1. How do you pronounce 'herb'?
2. Do you pronounce "cot" and "caught" the same or different?
3. Do you pronounce "pin" and "pen" the same or different?
4. Do you pronounce "well" and "whale" the same or different?

C. GRAMMATICAL FEATURES

1. Would you ever say "be like" in describing someone? In what context would you use this?
2. Modals are words like "can," "could," "might," "ought to," and so on. Can you use more than one modal at a time? (e.g., "I might could do that" to mean "I might be able to do that"; or "I used to could do that" to mean "I used to be able to do that")
3. _____ I'm gonna write me a letter to my cousin.
 _____ I'm gonna write myself a letter to my cousin./I'm gonna write a letter for my cousin for myself.

These questions lead students asking guiding questions that are more than just the answers to the questions, but HOW the researcher presents a question. For example, the answer to the first question could be "doughnut" but it can also be "

Though the phrasing of questions may sound trivial, it is actually crucial to avoid potential risks. I present the regulations that Science has to protect their subjects. One of those measures is to consult all research through the IRB, international Review Board. They have distinct procedures about conducting research. I use the IRB application form as a heuristic:

<http://research.ncsu.edu/sparcs/compliance/irb/irb-forms/>

It asks (axe) them to describe the purpose of their research, the population, etc., and it has a nice list of vulnerable populations to avoid in research studies.

Finally, I have students co-construct sample demographic questions based on their language terms. I choose Google Form for my survey construction, because everything is saved on Google Drive. If students misplace their form or click out of it, it is automatically saved. Additionally, the responses are also saved as a separate spreadsheet, so students do not have to manually log in data.

LINK TO EXAMPLE STUDENT SURVEY

<https://docs.google.com/forms/d/19Lc7--elQbEgF-AZpnXcDvk61DbFjAczBj0QE3v5ZY/viewform>

	<p style="text-align: center;">HOW THE UNIT WILL FLOW AFTER THIS LESSON PLAN</p> <p>In the following days, I gave students a certain number of days to collect ten responses from their peers. Then, we will categorize the data and investigate a correlation between demographic and language term (do people in the North or the South say y'all more?, are males or females users of the term "beefcake" to express their body condition after a workout?). In co-constructing a survey, they will have classroom of social scientists to consult.</p> <p>They can go research articles in sociolinguistics and in American speech that they can embed easily into their argument. The final product is a 6-8 page paper qualifying the research they conducted, and offering possible connections on the nature of language change.</p>
<p>Assessment:</p>	<p>In our classrooms, especially of those in Language Arts and English as a Second Language, grammar enforcement and academic language gatekeeping is so prevalent and widely accepted that it is outlined as the "last back door to discrimination" Lippi-Green (1997), and it is one that stands wide open. I find students are usually shocked to see that a term that is used in African American English was found in old texts reaching as far back as Chaucer. We examine the ways that language confirms prejudices in race, and how through thorough linguistic assessment, support these forms as they naturally occur.</p> <p>I found that students felt comfortable sharing on their Goanimate because it was fun and was thinly veiled as "non-academic". Some of their scenes were hilarious, and some students went above and beyond, categorizing more than one language term (bud and sweetie with you and y'all). The key note of this lesson depends on student sharing and conversation, because that is how students learn best: from interaction, rather than a dry text that tells you statistics about who says what. As a class, we were able to discuss how different language variants came about from, using their own lives and perspectives.</p> <p>When another student denied a particular dialect was used in his hometown, I was able to bring in my own examples of background. One of my students, Jeb, and I came from the same rural city in North Carolina, but we talk differently. Why?, I asked Students responded that perhaps there were gender and race differences. I responded that their hypothesis may be right. Perhaps Jeb and I spoke differently, even though went to the same elementary school and lived five minutes apart, was because my family was from China and his family had been in North Carolina since settlement area. This raised many questions of speaker agency, styleshifting (I may speak more Southern in a non-academic context), influence of ethnicity on speech, and influence of parental language on child dialect. Instead of deflecting the question, I was</p>

able to use it as a mode of research (formulating questions, testing hypothesis, making observations) that is aligned with the social sciences.

This is something that students have background knowledge in, but they can also incorporate their own speech into a classroom that focuses predominantly on academic discourse. GoAnimate serves this purpose of connecting to real-life applications so well, because it shows that language does not occur in isolation, but in conversation with others. Students may have heard these terms before but may have not ever questioned or wondered what these terms meant.

For example, Jenna, whose grandmother said “Oleo” for butter, has probably heard of this term before, but has never thought to ask why her grandmother would say this. When she shared in class, we had a discussion about the potential correlations of “Oleo v butter”, and exploring the historical significance. Because Oleo was the common term for a “replacement” butter or margarine, she connected the fact that her grandmother used to grow up in a very poor household. Even though she is not poor now, she still has that term to encompass all oily spreads. This underscored to Jenna and to other classmates that languages are deeply-embedded relics or fossils of our cultural history.

Even though my students may have “grown up” in a digital technology world, this does not presuppose their literacy. That is, even though students may have computers, they may not know how it works, or how to program software. Each technology (ranging from a pencil and a desk to IPADS and mobile applications) must be learned and applied. My technique for teaching digital literacy is: Model, model, model. I walk through the steps with my students, explaining the reasoning, while they experiment with the same steps. However, I scaffold them enough to give them time to explore their own—to take what I have shown them and expand it further, providing different insight. Students are engaged in an environment that allow for making of mistakes, of openly asking their questions for mistakes. Then, I hover around the room, from desk to desk, inspecting to see if they have any immediate questions or troubleshooting for errors. Then, I let the students share and display their literacy. With any digital assignment comes the task of ensuring students still maintain the content, while allowing time (and access) to the technology.

In my classroom, I manage a step-by-step breakdown of an assignment that not only relies on me as their instructor to guide them along, but also with their peers. One of the biggest lessons I learned in England was the group community bond that people have, even toward strangers. In my classroom, I use group-oriented assignments such as Google Documents so students can brainstorm as a group and combine their data together. Students are accountable for their peers if they do not understand an assignment. Too often

	<p>in our classroom do we rely on individualistic learning goals that only benefit the self, encourages only the top students to rise and forgetting about those who are struggling.</p> <p>To support this classroom environment, I have discussions that challenge students to take a globally embedded look at language. I like to have lots of scripts in my class, because this takes pressure of having to create material from scratch. Additionally, I view learning as a type of play performance. Teachers “play” the sources of knowledge, while students “act” as receptors. However, we often change roles and switch hats, sometimes allowing students to becoming the “Teacher” or the expert knowledge.</p> <p>Teaching language in this context supports the idea of style shifting, that we move around from different language environments. How a student speaks to their teacher is different from how they speak to their peers, which is different from how they speak to their pets. In a school environment, it is important that students understand their dialect, and that it is valid within particular discourses, but in a school environment, the academic discourse is the prestige dialect, until the system is changed to be more encompassing of varying languages. Until then, it is essential to underscore that how one speaks is valid and rule oriented; and encourage students to reexamine their language prejudices.</p>
<p>Sources for the Lesson:</p>	<p>GoAnimate: http://www.goanimate.com</p> <p>MeToo! https://apps.delta.ncsu.edu/metoo/</p> <p>Google Docs: https://docs.google.com</p> <p>Google Forms: https://docs.google.com/forms</p> <p>1. More Examples (and maps on where to find them!) found here: http://www4.uwm.edu/FLL/linguistics/dialect/maps.html</p> <p>2. Examples of Grammatical forms and more maps: http://microsyntax.sites.yale.edu/phenomena</p> <p>3. For more thoughts on Language and how it changes, I turn to Language Log: http://languagelog.ldc.upenn.edu/nll/</p> <p>an awesome blog at recording language as it actually occurs!</p> <p>References: Lippi-Green, R. (1997). <i>English with an Accent: Language, ideology, and discrimination in the United States</i>. London and New York: Routledge.</p>

	<p>Chaucer, G. Prologue to the Wife's Tale, <i>The Canterbury Tales</i>. 21-22. Available: http://www.fordham.edu/halsall/source/CT-prolog-bathpara.asp</p>
--	--