A photograph of a rustic wooden building, possibly a cabin or classroom, nestled in a forest. The building is constructed of dark, weathered wood and has a gabled roof. It is surrounded by bare trees, suggesting a late autumn or winter setting. In the foreground, there is a wooden railing, likely part of a walkway or deck. The background shows a dense forest of evergreen trees under a cloudy sky. A purple rectangular box with a thin orange border is overlaid on the image, containing the main text.

**English as a
second dialect
in a rural
classroom.**

Allegra, Denis, John, and Peggy

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Loch Lomond - Traditional Scottish

By yon bonnie banks and by yon bonnie braes,

Where the sun shines bright on Loch Lomond,

Where me and my true love were ever wont to gae

On the bonnie, bonnie banks o' Loch Lomond.

Chorus:

O ye'll tak' the high road, and I'll tak' the low road,

And I'll be in Scotland a'fore ye,

But me and my true love will never meet again,

On the bonnie, bonnie banks o' Loch Lomond.

'Twas there that we parted, in yon shady glen,

On the steep, steep side o' Ben Lomond,

Where deep in purple hue, the hieland hills we view,

And the moon coming out in the gloaming.

The wee birdies sing and the wildflowers spring,

And in sunshine the waters are sleeping.

But the broken heart it kens nae second spring again,

Though the waeiful may cease frae their grieving.

Using Material With Different English Varieties

- Is it appropriate to display and teach material using various cultures and dialects?
- How can a teacher facilitate the use of different English varieties that they themselves are not familiar with?
- Things to consider: music with different English varieties: Scots language, Jamaican patois, African-American spirituals (would it be appropriate to teach or sing them authentically, in the dialect?)

Introduction and Case 3 connections

As you take the main road through town, you pass the school and wonder how the coming year in a rural community will compare to your previous teaching experiences at two schools in Richmond. You understand that almost all of your students speak English as a first language, which is different than your previous classes with many multilingual students. Although, you wonder if there might be some specific things you will need to consider across the curriculum related to *regional differences in language usage.*



History of English in Canada: Brief History (Beginning in 15th-Century)



- As Canada was west of England, it was one of the first land masses that was “discovered” by the Europeans (Chambers, 2010).
 - The English first laid claim to Newfoundland, the easternmost province.
- The English claim to the rest of Canada was not as direct since the French had settled in French Acadia by the Maritime Provinces (NS, NB, PEI) beforehand (Chambers, 2010).
 - However, the French seemed uninterested in its imperialist role in North America.
- In contrast, England, with only a third of the population of France, had many more settlers in its colonies. This was done through incentivizing free passage and freehold farmland.
 - The disparity had important consequences not only for Canadian history but for world history (Chambers, 2010).
 - In one way, when France was forced to cede their colonies after suffering defeats in the wars.
 - English came to be one of the dominant languages in Canada.

History of English in Canada: American Revolution (Beginning in 1776 and Peaking in 1793)



Retrieved from <https://images.app.goo.gl/z1tPUxiCovAbfzm/z>

- After the American Revolution, a large number of Loyalists fled to Canada.
 - Some went by sea to Nova Scotia and modern-day New Brunswick.
 - Others went by an inland route, through modern Quebec.
 - However, Quebec realized that settling a large number of English-speaking Loyalists among the French population would be politically wise, so they were resettled in Ontario.
- Most people assume that one of the reasons Canadian English is of the fundamental North American variety, unlike New Zealand or Australian English (which has more in common with British English (Chambers, 2010)).
 - It is because of the Loyalist influence which influence created a common origin with American English. In other words, the first English speaking Canadians were former Americans.

History of English in Canada: Post-Napoleonic War (Beginning around 1815 and Peaking in 1850)



- **Another important moment was after the Napoleonic War. There was a huge migration of British people and an influx came during the Irish Potato Famine of 1847.**
 - **These immigrants would come right to the end of the war and immigration continued to the end of the 19th-century.**
- **The most numerous type of immigrants were the Irish, English and Scottish as they brought along their own regional dialects (e.g., Yorkshire, and West-Country).**
- **These people also began to move to the Eastern part of Canada, from Ontario to Newfoundland, and assimilated among the existing population.**
- **Thousands of immigrants from England, Scotland, and latterly Ireland (because of the Potato Famine) arrived in Canada as a result of systematic recruitment by the British in response to pro-American sentiment.**
 - **Therefore, whether English features are due to Loyalist influence or British settler influence in the 19th-century, or a combination of the two. Somehow, out of that, a mostly homogenous English Canadian accent existed by Confederation.**

History of English in Canada: Settling the Canadian West (Beginning in the 1890s and Peaking in 1910)



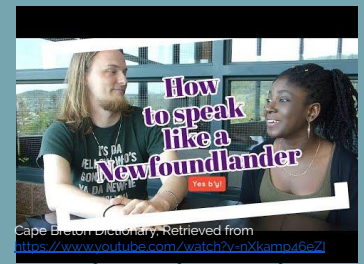
- The Western part of Canada also opened up for settlement and this long historical process began with the arrival of the Canadian Pacific Railway.
- For the most part, these new settlers were recruited as farmers for the vast wheat lands of the newly-opened Prairie Provinces (Chambers, 2010)
 - The Main Settlers: British, Europeans (Germans, Scandinavians, Ukrainians, Poles), Americans, and Canadian themselves
 - The largest and most influential group was from Ontario. Ontario English also became the main historical input for the development of Western Canadian English and this may account for why we have such a high degree of homogeneity across Canada (Chambers, 2010).

History of English in Canada: Post-World War (Beginning in 1946 and Peaking in 1960)



- A highly diverse immigrant population arrived first as a result of the post-war diaspora in Europe, with thousands of Italians, Portuguese, Dutch, Belgians, Greeks, Ukrainians, Poles, Finns, and Yugoslavians, among others and later even more diversity (Chambers, 2010).
 - As immigration peaked in 1910 and 1960, the linguistic character of Canada was firmly established.
 - The immigrants could thus have only a mild, and minor, immediate influence on the "standard".
 - However, their long-term influence may be more significant.

Newfoundland As A Prominent Example



- Interestingly, Newfoundland, the 10th province, did not participate in the events that shaped Canada until 1949, when it joined Confederation.
 - It had a very different settlement pattern and colonial history, and consequently it is the most linguistically distinctive region of English-speaking Canada.
- Because of its years of autonomy, there are many features that distinguish Newfoundland speech from mainland Canada in sound and in vocabulary.
 - Sociolinguistic studies show, however, that the successive post-confederation generations are adopting some mainland features, especially the urban middle class.. As geographical and occupational mobility further increases, the differentness of Newfoundland English will undoubtedly diminish.
- Newfoundland dialect tends to be thicker in more rural areas. It is not Newfoundland dialect is incorrect, it is just that these groups tend to be less likely to need to speak with people who may not know the dialect. It is important to realize that Newfoundland English can be a person's first dialect. Newfoundland is similar to African-American Vernacular English.

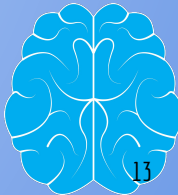
What is a standard dialect?

“A standard language is the version of the language that has been standardized and codified in dictionaries and grammar books (Blundon, 2016).” This standardization can be seen among influential people of status, like teachers and employers. They essentially determine what the acceptable standard is. However, it has been argued that a standard is a “myth” because variation exists even amongst people who speak the “so-called standard version”. Even in Canada, Canadian English is a branch of North American English as it shares many of the same accents and dialect features with the United States (Blundon, 2016)

- Dialects show variations in phonemic, syntactic and morphological features
- Register
- Lexical
- Discourse (silences, turn-taking, etc.)
- Storytelling

What does a teacher need to know about English as a second dialect?

- Children of First Nations who speak a dialect of English that differs from the standard language of instruction in school may encounter communication and academic challenges.
- Dialect differences are likely to disadvantage students from backgrounds because talk conveys metamessages about social identity along with other meanings
- A student's accurate, insightful contribution to classroom discourse may be devalued when using vernacular dialect features in speaking
- Teachers confront stereotypes, prejudices and misconceptions about dialects
- Teachers can raise discussion questions like "What do you know about dialects?" "How do you feel about them?" "How are dialects portrayed in the media?"



What are the implications for Indigenous students?

- Indigenous English dialects were recognized one hundred years ago. In the Royal Commission on Aboriginal Peoples Report (RCAP 1996),
- Relationship between English language and the institution of school can be difficult to navigate due to the history of residential schools and ancestral language suppression.
- Children may enter school speaking the non-standard dialect of English that is the norm in their home and community.
- Educators may misinterpret the child's use of an English dialect as a language delay or impairment. Therefore, assessment must be built and administered by someone who is literate in that culture.
- Because many schools with high Indigenous populations are located in rural or remote areas access to qualified ESD specialists is often limited.
- Not a lot of research has been done in studying all the English dialects used by First Nations communities. Some known commonalities are restrictions on consonants at the ends of words, unmarked past tense, deletion of verbs such as to be, and multiple negation (double negatives "I haven't never"). Vocabulary use may be different depending on life experience.

What are the implications for Indigenous students?

- Indigenous English dialects are influenced by residential schools, mixed reservations where English become the common language and trade languages (ex. Chinook jargon), regional and social differences.
- Not all communities use the same dialect. Dialect is largely depended on lived experience of the community (culture, history, place).
- the 'ways with words' which are part of the Aboriginal child's lived cultural experiences become an impediment to achievement in schools." (Erasmus, 1989, p. 273, ref. in: Ball and Bernhardt, 2012)



Deneka, SP., (2019) Retrieved from:
[https://www.sd44.ca/Announcements/DispForm.aspx?ID=700#/=](https://www.sd44.ca/Announcements/DispForm.aspx?ID=700#/)

What is being done to address language needs of Indigenous students

- If a student does not have a fundamental understanding of how their dialect works or of Standard English, they may run into communications and academic challenges. The province of BC has addressed this with the introduction of “Standard English as a Second Dialect” (SESD) programs. These programs have been shown to improve reading scores and are funded under the ESL policy.
- Admission to an SESD program is dependent on if a student “speak[s] a dialect of English that differs significantly from Standard English used in school and in broader Canadian society” (Ministry of Education, 2008, Policy, para.2)
- These SESD programs are used to teach code switching (the changing dialect or level of formality depending on the relationship of speakers) and the understanding of the language features and situational appropriate genres of Standard English.

What are the different English dialects across Canada?

Aboriginal Canadian English → Northwest Territories, Nunavut, and Yukon

Cape Breton English → Nova Scotia

Lunenburg English → Nova Scotia

Newfoundland English → Newfoundland, Labrador, and Prince Edward Island

Ottawa Valley English → Ontario and Quebec

Pacific West Coast English → British Columbia and Yukon

Quebec English → Quebec

Inland Canadian English → Alberta, Manitoba, and Saskatchewan



Cape Breton Dictionary, Retrieved from
<https://www.youtube.com/watch?v=nXkamp46eZl>

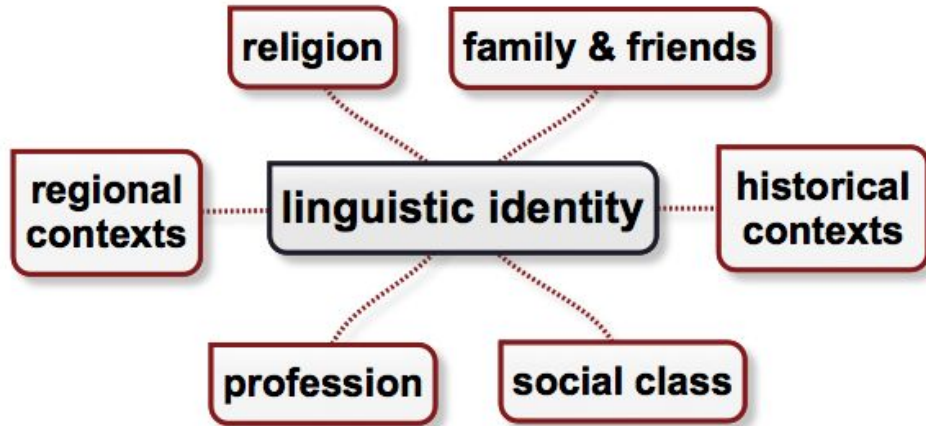
What are the Identity Issues? (Larre, 1999) (Gee, 1989) (Wardhaugh, 2017)

- “language is intimately connected to one’s identity” (Larre, p. 14)
- Language and identity are connected using the term Discourse
- Discourse is used to identify affiliation with a particular group
- Primary discourse is the identity you most closely feel connected to, such as your family and friends
- Discourses integrate aspects such as “words, acts, values, beliefs, attitudes, and social identities as well as gestures, glances, body positions, and clothes,” (Gee, pp. 6-7) not simply a way of speaking



“This word is part of Homer Simpson's linguistic identity.” (English..., n.d.)

What are the Identity Issues? (Larre, 1999) (Gee, 1989) (Wardhaugh, 2017)



(English... , n.d.)

- Parent-student questioning varies across different identities and primary Discourses may conflict with that of the teacher, giving an advantage to students who share the teacher's primary discourse or dialect
- School language use that is far different from the way one uses it in their community is a potential cause for struggle
- "People from the dominant English-speaking culture often perceive the discourse of non mainstream speakers to be incoherent, disconnected, rambling, illogical, and untruthful. When a person's discourse is devalued, so too are the meanings, experiences and knowledge to which that discourse refers (Erasmus, 1989, p. 273, ref. in: Ball and Bernhardt, 2012)

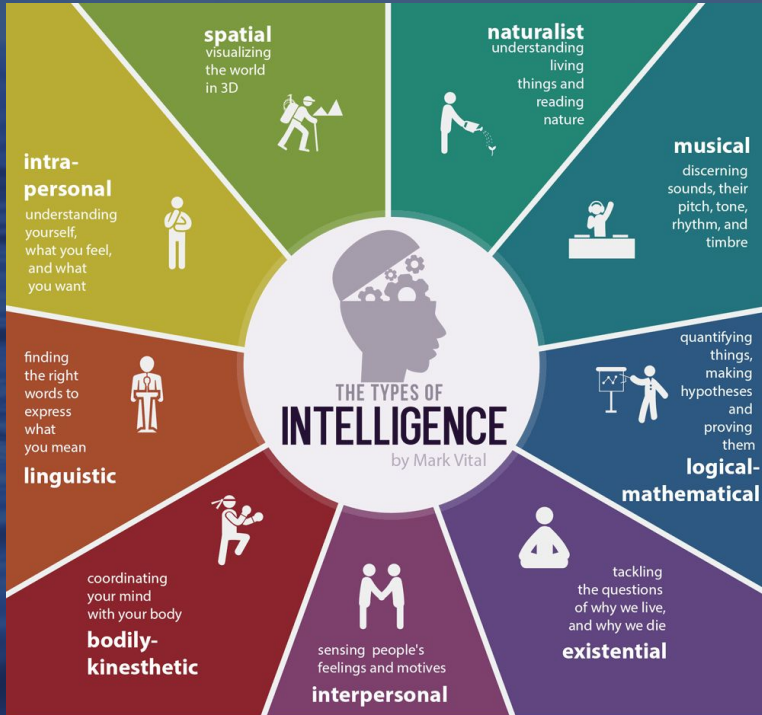
What are the Identity Issues? (Larre, 1999) (Gee, 1989) (Wardhaugh, 2017)

- “Speakers of nonstandard dialects are likely to experience discrimination because of their dialect difference. Whether consciously or subconsciously, many people associate nonstandard dialects with low status, low intelligence, and relative incompetence (Ball, Bernhardt, & Deby, 2006)” (Larre, p.18)
- For example, the debate over the use of African-American Vernacular English in schools continues to see many groups that consider the dialect to be inferior to standard English and socially limiting, something that linguists have soundly disproven (Adger, et al., 1999)
- These prejudices lead to educational stifling and reduce academic performance



(English..., n.d.)

English as a Second Dialect in Relation To Intelligence Theories



- Intelligence testing is often designed with the standard form of language in mind, which leads to ESD users being mislabeled as unintelligent
- Instead, assessing a student using Gardner's multiple intelligence theory, first proposed in 1983 (2011), can help determine their gifts, and their limitations more accurately

Vital, M. (2014). Retrieved from:

<https://blog.adioma.com/9-types-of-intelligence-infographic/>

Recommendations for Teachers

- Employ Indigenous teacher assistants who speak the children's dialect and standard dialect
- Allow for peer to peer play before engaging in teacher initiated conversations
- Start with language reception and comprehension rather than language production
- Don't correct kids and avoid dominating discussions
- Use peer-to-peer discourse and guided participation (the students teaching each other and teaching the teacher)

Activity (Answers)

Yon (yonder) is that

Brae is hill

Wont is to make or be or become
accustomed

tak is take

bonnie is beautiful

Loch is lake

Glen is valley

gae is go

Ben is mountain.

afore is before.

gloaming is dusk.

hieland is highland

Kens is to know.

Nae is no

Waeful is woeful

Frae is from

Wee is small

Purpose of this activity:

- To create a similar feeling to teaching a rural class with speakers of additional English dialects. Perhaps you will encounter words whose meanings you can't understand.
- To put forth effort in understanding a variety of English one may be unfamiliar with.

Conclusion

Educating students on dialects and their role in society is essential to pushing back against the constant stigmatization and prejudice that some dialects experience.

Having students explore their own dialects and how they navigate multiple speech communities is important to understanding Standard English and applying it advantageously.

Teachers need to be especially mindful of this and respect all English dialects in the classroom while ensuring students have a grasp of Standard English and the tools they need to succeed in all aspects of life.

Glossary

Dialect - “the term dialect refers to any given variety of a language shared by a group of speakers; dialects are variations of a single language, exhibiting varying degrees of differences in the areas of pronunciation, grammar, vocabulary, and discourse patterns; dialects are a result of regional and social distinctions and can also reflect the influences of people’s mother tongue; although dialects of English have been shown to be legitimate, systematic, and rule-governed, they are not all accorded equal status”, (Wiltse)

Discourse - is a term used to explain the transfer of information from one person to another

English as a second dialect (ESD) - a particular form of a language which is peculiar to a specific region or social group.

Multiple Intelligence Theory - separates intelligence into categories of criteria, rather than generalizing intelligence as the dominance of any particular ability. This theory was proposed by Howard Gardner in his 1983 book, Frames of Mind.

Standard English - is the form of the English language widely accepted as the usual correct form. It is the dialect of English language that is used as the national norm, especially as for public and formal usage.

Rural - in, relating to, or characteristic of the countryside rather than the town

Linguistic Identity - means that you consider yourself belonging to a certain group of people that speak your language

Annotated Bibliography

Adger, Carolyn Temple, Ed.; Christian, Donna, Ed.; Taylor, Orlando, Ed. Making the Connection: Language and Academic Achievement among African American Students. Proceedings of a Conference of the Coalition on Language Diversity in Education (January 1998). Language in Education 92

This collected works by scholars during the preceding a of a language diversity in education conference discusses the role of language varieties and their place in education. It's critical of language policies in schools that stifle language variation and provides possible ideas for improving language diversity in education. The dialect of focus in this collection is African American Vernacular English.

Ball, J., and Bernhardt, B.M.H., (2012). Standard English as a second dialect: A Canadian perspective. In A. Yiakoumetti (Ed.), *Harnessing linguistic variation for better education* (pp. 189-226). Oxford: Peter Lang Publishing Group Series: Rethinking Education.

Ball and Bernhardt's often referenced work posits dialectic variation of English in Aboriginal communities as a contributing factor for low high school graduation statistics among Indigenous people. The authors argue that prejudices derived from mainstream use of language in education has resulted in inequitable outcomes in many societal areas.

Battisti, M., Friesen, J., & Krauth, B. (2014). English as a Second Dialect Policy and Achievement of Aboriginal Students in British Columbia. *Canadian Public Policy/Analyse De Politiques*,40(2), 182-192. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/24365118>

This paper looks at the ways educational policy could be changed to better meet the academic and societal needs of Aboriginal students. The authors cite research across the globe in which when the identity and cultural history and knowledges of Indigenous students are recognized in school academic performance is proven to improve and dropout rates lower. The authors also explores that ways that different funding models for students how speak Standard English as a Second Dialect contribute to school success.

Annotated Bibliography

Boberg, C. (2008). Regional Phonetic Differentiation in Standard Canadian English. *Journal of English Linguistics*, 36(2), 129–154.
<https://doi.org/10.1177/0075424208316648>

In Boberg's article, he goes into the history of the Canadian English language and discusses the differentiation among the provinces. The source is useful because it discusses specific provinces and the section on Nova Scotia was interesting as it is a prominent example of an English dialect.

Blundon, P. (2016). Nonstandard Dialect and Educational Achievement: Potential Implications for First Nations Students. *Canadian Journal of Speech-Language Pathology and Audiology*, 40(3), 218–231. Retrieved from <https://cjsipa.ca/detail.php?ID=1204&lang=en>

In Blundon's article, she discusses how students who speak a nonstandard variety (e.g., nonstandard dialect) of a language are at a disadvantage in classrooms that promote the standard. The source was useful as we used it to define a standard and nonstandard dialect.

Campbell, H. L. (2011). *Standard/school English as a second dialect : perspectives from four British Columbia school districts* (T). University of British Columbia. Retrieved from <https://open.library.ubc.ca/collections/ubctheses/24/items/1.0072031>

This paper looks at the academic challenges that Indigenous students who speak a dialect of English other than the standard registry in the home may have in school. It speaks to the ways Aboriginal students in BC are serviced by English as a Second Dialogue (EDS) programs and where delivery of those programs could be approved upon.

Chambers, J.K. (2010). English in Canada. *Canadian English: A Linguistic Reader*, (6), 1-38. Retrieved from <http://www.queensu.ca/strathy/apps/OP6v2.pdf>.

In Chambers' article, he discusses the history of the Canadian English language and discusses the impact that the history had on modern day Canadian English. The source was extremely useful creating a historical timeline and see how the earlier shifts in immigration may have impacted the English language, and therefore, the English dialect.

Annotated Bibliography continued

English Language & Literature Support Site. (n.d.). Retrieved from <https://www.philpoteducation.com/mod/book/view.php?id=4#/>.

This lesson by Philpot Education is on the topic of linguistic identity. It contains graphics and images useful for presentations. It has lessons on many subject areas and is a useful tool for students and teachers.

Erasmus, C. C. (1989). Ways with Stories: Listening to the Stories Aboriginal People Tell. *Language Arts*, 66(3), 267–275. Retrieved from <https://www.jstor.org/stable/41411738>

This paper examines Aboriginal discourse styles, and includes information on Indigenous knowledge, particularly how it's presented in experience through stories. It points out that many Indigenous communities operate in a variety of English different from what is expected in schools, and examines the mismatch between this expectation and reality.

Gardner, H. (1983). *Frames of mind*. New York: Basic Books.

This groundbreaking book introduced the theory of multiple intelligences, which posits that intelligence is more than a single property of the human mind. This theory provides an opportunity to be more inclusive in education. If students operate in a different variety of English from the expected standardized form used in schools, their intelligence will not be accurately measured using prior theories of intelligence compared to Gardner's.

Gee, J. (1989). LITERACY, DISCOURSE, AND LINGUISTICS: INTRODUCTION. *The Journal of Education*, 171(1), 5-176. Retrieved from <http://www.jstor.org/stable/42743865>

Gee proposes ways of talking about language and literacy. He examines a compilation of papers that, while written for different purposes, all attribute language teaching as being part of a social practice. Gee provides explanations for the term “discourse” (key word) as being deeply connected to a person's linguistic identity.

Annotated Bibliography continued

Larre, S. (1999). *English as a Second Dialect: A Handbook for Teachers* (M.Ed Project). University of Victoria.

This project goes into great detail regarding the subject of English as a second dialect. It explains many of the constraints placed on those that don't speak standardized school English in their communities, including discrimination. It's relevance to prospective teachers in B.C is undeniable, as it has sections dedicated to the discussion of Indigenous people in rural schools. The resource is worded using an uplifting tone of seeing linguistic variation as an asset, not a deficit. The resource has many strategies and planning material for teachers that may need to deal with dialectic variation in schools.

McSpadden N. (n.d). What is ESD and how do Aboriginal students meet these criteria as described by the Ministry's 1701 agreement? Retrieved from:
<https://secondaryellinsurrey.files.wordpress.com/2012/02/1-what-is-esd.pdf>

In this article the authors discuss what English as a Second Dialect means and what the criteria are in order to be classified as ESD students. That is, their dialect of English differs dramatically from the Standard English to the point where communication might become problematic. In that case, support will be given to students at school. A dialect is a particular form of a language which is peculiar to a specific region or a social group. For instance, Aboriginal English is a dialectal form of English and its dialects may be similar but differ in sound systems, vocabulary, grammar or even in writing. The strength of this article is that it provides a lot of details and an in-depth concept on dialects. However, its limitation is that the given information only refers to a particular region in British Columbia.

Wardhaugh, Ronald, and Janet M. Fuller. *An Introduction to Sociolinguistics* (Chapter 14). Wiley Blackwell, 2015.

This text book for linguistics courses deals with social justice with regards to language usage. Chapter 14 highlights the disadvantages one may face if they do not master the standardized form of English set by institutions in power. The dialect discussed in this resource is mainly African American Vernacular English.

Annotated Bibliography continued

Wiltse, L. (2011). "But My Students All Speak English": Ethical Research Issues of Aboriginal English. *TESL Canada Journal*, 28, 53.

<https://doi.org/10.18806/tesl.v28i0.1081>

This article looks at previous research about how in the past Aboriginal languages were suppressed through the institution of school and the changes that have been made in regard to policy and curriculum. In present day, the goal is to maintain the student's home dialect of English while *adding* Standard English and an understanding of when each register is appropriately used.

Resources and additional links

Videos

Nunavut Ad, Retrieved from <https://youtu.be/vhrAS8zgJvk>.

Cape Breton Dictionary, Retrieved from <https://www.youtube.com/watch?v=nXkamp46eZI>.

Lunenburg Water Mill, Retrieved from <https://youtu.be/Rg248eELDyU>.

Accent Tag, Retrieved from: https://www.youtube.com/watch?v=DX9nBbg-_20.

How to Speak like a Newfie, Retrieved from <https://youtu.be/FQ4MWia6xmA?t=64>.

Ottawa Valley Farming Story, Retrieved from <https://youtu.be/TvBvGj3jImE>.

BC Accent Tag, Retrieved from <https://youtu.be/dd6Vp6A-CW4>.

Quebec English, Retrieved from <https://www.youtube.com/watch?v=4m8h9ZqSlvE>.

Manitoba Accent Tag, Retrieved from <https://youtu.be/OtroqjZT1ls>.