

Introduction to the Teacher

This book introduces upper-division undergraduates and beginning graduate students to the field of language and culture using sociolinguistic and educational perspectives. It is particularly addressed to pre-school and K–12 (PK–12) teachers in training and is also designed to be used as a reference for practicing teachers. While writing, we tried to make as many links as possible to both students' current lives and their future lives. It was our assumption that our audience was beginning its study of different cultures. Our goal was to get the students to the place where they would go home after class and say, "You know what I learned today?"

The book has 11 chapters, 3 appendices, and a glossary with definitions of the boldface terms in each chapter. The first two appendices introduce the students to the family tree of languages and language structure, respectively. The third appendix provides resources for further research and professional development. The glossary is a list of basic, important terms that are also bolded in the text. It serves as a quick reference for review.

In our experience, a course on language and culture can have many different goals and can be taken at many points in the curriculum. This book grew out of a course that has no prerequisite beyond completion of the general-education writing requirement, a course that is one of several PK–12 teachers in training can take to satisfy a requirement for an additional course in linguistics. No linguistic or anthropological background was assumed; the instructor took time to provide background as necessary. This book accordingly makes very minimal assumptions about student knowledge. Some teachers will feel comfortable using the main part of the text only, using the appendices and glossary as necessary for background or review. Others might want to directly teach the first two appendices early on in the course to give a much more formal introduction to linguistics. You know your students and their situation best. This book can be used in either a quarter or semester system.

Each chapter contains:

Before You Read. These questions are designed to get students thinking about issues explored in the upcoming chapter; at least one question is designed for group discussion.

Teaching Scenarios. This section concludes the chapter and highlights the specific issues of greatest relevance to teaching.

Check Your Knowledge. These are literal comprehension questions. This section often includes important words from the chapter to know.




Apply Your Knowledge. Further reading and projects in this section include data gathering and analysis for students.

Reflect. In this section, students are encouraged to make personal connections to the chapter based on their own life experiences.

Expand Your Knowledge. This section includes projects that require out-of-class research. The projects are generally lengthier and may evolve into term papers or class reports.

Suggested Readings. Generally, these readings have not been used as references within the chapter, but are provided to offer a wider perspective on chapter topics. In some cases, these works represent seminal work in the field.

Icons. The following icons appear in the text:

- [] indicates the use of a film
- [] marks an Internet activity
- [] suggests the possibility of group work

A Note about Films

In several places throughout the text, we encourage the use of films. These films can be shown in class or assigned as out-of-class viewing. Films provide students with a look at various cultures that may not be available in the classroom. For a list of films, commercial and noncommercial, we recommend Lee Ziegler's book *Film and Video Resources for International Exchange, Second Edition* (2000, Intercultural Press).

When using films in class, we recommend you watch the film before class and note areas that might intersect with your students' lives. As a pre-viewing activity, ask your students two or three questions to start them thinking about the topic. During in-class viewings, we suggest pausing the film at roughly 15-minute intervals and engaging the students in small-group or whole-class discussions. As a post-viewing activity, you will probably want to connect the film directly to the larger topic you have been discussing in the chapter.