Linguistic Variations & Information and Communication Technologies (ICT) in a Foreign Language classroom.

Topic

- ICT & its impact in Foreign Language Classroom in Buenos Aires City.
- Variationism

Abstract

In this workshop, the concept of linguistic variation will be touched upon, a key one for Variationist Sociolinguistics. For both pre-service and in-service teachers, this notion is of relevance to understand the valuable contribution of each variation in any given language, especially in heterogeneous classrooms, which now tend to be the rule at schools in Buenos Aires City. It is also important to consider the sociocultural factors of students to avoid biases as regards language variations use. This approach to language variety can lead to inclusiveness as well as aid in the process of the avoidance of stereotypes and stigmatization of students whose social and cultural background might not be in keeping with their teachers'. This implies particularly taking into account the various and diverse speech communities which co-exist in Buenos Aires City.

This issue is tackled in John Rickford's paper, Language on Trial, which illustrates how certain communities are biased against others, in this particular case, American Vernacular English speakers. Most probably, this can be also closely related to schooling and its role in society.

The workshop is made up of two exercises, one is to understand the concept of perception and variation and second, the second is to analyse three Latin American speech communities and the audience's reaction to them. The final purpose is to raise awareness of the fact that all speech communities are worth credibility and respect by others.

Variation's concept and examples, traditionally, has been developed and illustrated through reading material, examples of certain speech communities and their analysis. By doing so, such analysis can be considered to lack various key aspects since some of them could not be taken into consideration, such as social contexts and phonological aspects.

According to Vygotskian socio-constructivism, learning takes place in communities, which implies that there is a community made up by a group of people. Following Siemens (2012), founder of connectivism, it is of highly importance to nurture and develop connections within any given community to pave the way for learning process to occur collaboratively, that is to say, in a community.

Our attempt is to present our local analysis of the situation of Buenos Aires City as regards teaching / learning processes, the role of teachers tends to become pivotal to change from the old paradigm into the new one. Teachers are likely to aim at facilitating teaching / teaching learning processes, empowering students, establishing the rationale behind their teaching decisions as regards the use of ITC.

Key Words: Varionist Linguistics / ICT / Inclusiveness / Teaching / Stereotypes

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