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NEWSLETTER OF THE AMERICAN DIALECT
SOCIETY

Volume 7 Number 3

November 1975

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ALBERT H. MARCKWARDT
[1903-1975]

Professor Albert H. Marckwardt died suddenly on August 20, 1975, in London, England, near the end of a short vacation. Though retired from Princeton in 1972, he had continued to teach (Michigan, Honolulu) and was to have given a course at Georgetown University this Fall. After retirement, he also served as Acting Director of the Center for Applied Linguistics.

Professor Marckwardt, during a rich career, was active in many things: in scholarship and teaching, in research projects, in academic organizations (The Linguistic Society of America, the Modern Language Association, the National Council of Teachers of English, and others). Of special interest to ADS was his presidency (1962-64) during which he arranged with ACLS, funding for a meeting to update the goals of the Society: see "Needed Research in American English," PADS 41. At a special Executive Council meeting he called in New York, December 6-8, 1965, the ADS dictionary was formally launched; and Frederic G. Cassidy was designated as editor (PADS 41, 57). Professor Marckwardt was also one of the principals in finding the necessary funds from the U.S. Office of Education to get the dictionary started, and he was a member of the DARE Advisory Board.

A short note cannot more than hint at the multitude of Professor Marckwardt's achievements. He was always a most valuable member of the profession. The good he did for innovative and effective teaching is incalculable. He followed and aided his students, always helping them to get the best out of themselves. A more detailed memorial notice will appear in a forthcoming issue of American Speech. Al will be sorely missed by his many colleagues, friends and former students. He is irreplaceable.

---Frederic G. Cassidy

1975 ANNUAL ADS MEETING

The 1975 Annual Meeting of the American Dialect Society will be held in conjunction with the Modern Language Association of America, in San Francisco.

The first session will meet from 1:00 p.m. to 5:00 p.m. on December 28, and the second session will meet from 9:00 a.m. to noon on December 29. Both sessions will be held in the Dolores Room of the Hyatt on Union Square. The business meeting will be held at the second session. The Executive Committee will meet December 28 from 9:00 a.m. to noon in the Governor's III Room.

ADS NOMINATIONS

The Nominating Committee of ADS reports the following nominations for 1976:

For Vice-President: William R. Van Riper (LSU)

For Member of the Executive Council, 1976-79: A. M. Kinloch
(University of New Brunswick)

For elected Member of the Nominating Committee for 1976:
John Algeo (University of Georgia)

All three individuals have expressed their willingness to be nominated for the several offices.

Vice-President H. Rex Wilson automatically becomes President and Audrey R. Duckert (University of Massachusetts) chairman of the 1976 Nominating Committee, with Lee A. Pederson the other ex officio member.

The Nominating Committee is as follows:

I. Willis Russell, Chairman
Audrey R. Duckert
Lurline H. Coltharp

* * *

FOURTH PACIFIC COAST REGIONAL MEETING --- Mary Ritchie Key

The Fourth Pacific Coast Regional Meeting of the American Dialect Society took place May 3, 1975. It was held in conjunction with the Fifth California Linguistics Association Conference at San Jose State University, under the chairmanship of Elizabeth Traugott of Stanford University. The following papers were read:

John Terrance Webb (University of California Berkeley), "Developing sources and methodology: potentially-reticent informants and inadequate record in the 'social dialect' calo."

Lilith Rodman (University of British Columbia), "Some characteristics of B.C. English."

Roberta C. Stevenson (University of British Columbia), "B.C. phonology: North vs. South?"

Joan H. Hall (Emory University), "A lexical survey of the Snake River Region."

Thelma E. Weeks (Center for Cross-Cultural Research), "Some paralinguistic and registral patterns in the speech of Yakima Indian children."

Don H. Zimmerman and Candace West (University of California, Santa Barbara), "Sex roles, interruptions and silences in conversation."

(Continued, next page)

The Newsletter of the American Dialect Society (NADS) is published three times a year, in February, June, and November, at the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

The editor, A. Hood Roberts, (1) would be happy to receive news of the activities of ADS members and comments and suggestions from them; (2) hopes to be able to provide information concerning recently completed research; and (3) invites the readers to use the queries section for certain of their specialized inquiries to the membership as a whole.

(Pacific Coast Meeting---Continued)

Irving Babow (California Polytechnic State University, San Luis Obispo), "Neutering employment vocabulary: planned change in the language of sex roles."

Bruce Rodgers, "Gay slang as a communal adhesive."

Of special interest was an invited talk by Gillian Sankoff, of the University of Montreal, and presently in residence at the Center for Advanced Study in the Behavioral Sciences at Stanford. Prof. Sankoff spoke on "The social distribution of syntactic forms in Montreal French." ADS members were pleased to be invited to a sumptuous party put on by their San Jose hosts. About 40 to 60 persons attended the meetings, with people moving back and forth to the meetings of the California linguistic conference. Members from Canada included Robert J. Gregg of the University of British Columbia.

A supplement of the Survey of Bilingual Communities of the Pacific Coast Region, and the Report on the collection of the Pacific Coast Region materials for the Linguistic Atlas were distributed. These are available by request from the regional secretary. Fred Brengelman, Fresno State University, was elected to be next year's program chairman.

NORTHEAST REGIONAL MEETING

The Northeast Region of the ADS will meet with the Northeast Section of the MLA on April 8-10, 1976, at the University of Vermont, Burlington. The chairperson of the meeting is Patricia A. Moody. Anyone wishing to present a paper at the meeting should send an abstract not exceeding 100 words to Professor Patricia A. Moody, Department of English, Syracuse University, Syracuse, New York 13210, no later than November 10, 1975.

SOUTH-CENTRAL REGIONAL MEETING

The program for the South-Central Regional Meeting which will be held December 13, 1975, in New Orleans with SCMLA is as follows:

Michael D. Linn, Virginia Commonwealth University, "Stylistic Differences between Social Dialects and the Teaching of Composition."

This paper analyzes the stylistic differences between the Black Standard English written by leaders such as Martin Luther King and Urban Black Speech as it is used in verbal street games. It further argues that composition teachers should be less concerned with matters of etiquette such as grammar and punctuation and more concerned with expanding the communications network of her students from that of a high context situation such as verbal street games to low context situations such as the college classroom.

Lilith M. Haynes, New Mexico State University, "On Smoking in the Shower: or Vernaculars in College English."

This paper considers the inclusion of different types of dialect variants in formal language behaviour: college-level writing is examined from the points of view of the writer and the teacher, and the determinants and features of vernacular transference are discussed with reference to literary, social, and economic realities. Specific techniques for "dealing with dialect" are drawn from English Composition and Use of English classes in the Caribbean and United States over the past twenty years.

Nancy N. Jones, Mountain View College, "Black English Versus Standard English."

The NCTE committee's statement on the student's right to his own language raises serious pedagogical questions, some of which are explored in this paper. Compositions submitted in freshman writing classes at Mountain View College provide ample evidence and illustrate vividly that black students encounter great difficulty in attempting to master Standard English, and they need the respect and recognition inherent in studies of non-standard dialects. Pragmatically, however, the responsibility is still to teach Standard English courses, and finally the future of Black English is considered.

Peter Gingiss and Hilda Jaffe, University of Houston, "Written and Spoken English: A Case of Diglossia."

The relationship between formal written English and spoken English is in many ways similar to the relationship between two varieties that Charles Ferguson has termed "diglossia." Two related varieties, sharing a common core but each characterized both lexically and grammatically, are used in different social contexts.

Such a characterization has implications for the teaching of

composition. Even middle-class students, trying to use a variety they do not truly control produce pompous sounding gibberish. The piecemeal "eliminate the errors" approach to improving writing is inadequate; perhaps methods used in other diglossic situations will prove helpful.

The election of the chairman for the 1976 meeting will be held during the business session.

SOUTH ATLANTIC REGIONAL MEETING

The South Atlantic Region will meet November 7 and 8 in conjunction with the SAMLA convention. The following papers will be presented November 8:

Jeutonne Brewer, University of North Carolina at Greensboro, "The WPA Slave Narratives as Linguistic Data"

Crawford Feagin, Georgetown University, "Southern White and Black English; Verb Agreement"

Ronald R. Butters, Duke University, "Variation in Some Southern Black Idiolects"

Louise A. DeVere, Emory University, "Bridge Over Semantic Waters: Semantic Restrictions on the Word "Bridge" in Tidewater Virginia"

William L. Coleman, University of North Carolina at Greensboro, "Regional Distribution of Double Modals Usage in North Carolina"

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GRANTS AND FELLOWSHIPS

The American Council of Learned Societies announces the availability of a limited number of fellowships for recent recipients of the Ph.D. degree for research in languages, literature and linguistics, philosophy, aesthetics, philology, archaeology, art history and musicology, history, cultural anthropology, and folklore. Applicants must be citizens or permanent residents of the United States or Canada and have held the Ph.D. degree for not less than one year or more than three at the time of applying. Fellowships will provide salary equivalents, not to exceed \$7,000 for at least one semester (or a period of 4-1/2 months) of uninterrupted research between July 1, 1976 and December 31, 1977.

The deadline for applying is December 1, 1975. The notification date is March 15, 1976. Application forms are available from the Office of Fellowships and Grants, American Council of Learned Societies, 345 East 46th Street, New York, New York 10017. In requesting application forms, please state citizenship or permanent residence, date of award of the doctoral degree, field of specialization, subject of proposed research, period of time for which support is requested, and program title.

BOOK ANNOUNCEMENTS

Hub Publications Ltd., Youlgrave, Bakewell, Derbyshire, DE4 1UT, England, have issued a series of tapes of leading English poets reading verse. There is a tape of English dialect poetry read by John Waddington-Feather, formerly secretary of the Yorkshire Dialect Society and editor of that society's SUMMER BULLETIN. He reads a collection of poems by Fred Brown, Yorkshire's leading dialect poet and one of four Honorary Life Members of the YDS. Aged over eighty, Mr. Brown worked all his life in Yorkshire textile mills and spoke nothing but dialect, which is the medium of his verse. It has been collected into a volume called THE MUSE WENT WEAVING, which is issued with the tape. The whole pack sells for \$10 and is available in reel-to-tape recordings at: 3-3/4 i.p.s. two-track; 3-3/4 i.p.s. four-track; 1-7/8 i.p.s. two-track; and 1-7/8 i.p.s. four-track.

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Mary Ritchie Key has two books out in 1975: Paralanguage and Kinesics (Nonverbal Communication), 246 pp. including a 59-page bibliography, and Male/Female Language, 200 pp. including a 21-page bibliography. Both are published by Scarecrow Press, Metuchen, New Jersey 08840 (P.O. Box 656).

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The Publicatiile Centrului de Cercetari Fonetice Se Dialectale al Academiei Republicii Socialiste Romania has published a book, Texte Dialectale Muntenia II, Editura Academiei Republicii Socialiste Romania, Bucuresti, 1975.

AMERICAN HERITAGE PRESENTATION

Houghton Mifflin Company has presented to Georgetown University the vast body of language information used as the basis for The American Heritage School Dictionary published in 1972.

This massive collection of data will be located in the University Library's Special Collections Division for use by scholars, educators, and researchers concerned with the English language, the American dialect, and general and applied linguistics.

The material constitutes the most extensive analysis ever undertaken of the words actually read by American children in elementary and junior high school classrooms. The cost of the research and analytical work in preparation of the dictionary amounted to more than one million dollars.

Ownership of the collection was conveyed to Rev. R. J. Henle, S.J., president of Georgetown University, on September 11, 1975, by Harold T. Miller, president of the Boston firm which publishes The American Heritage Dictionary and its related publications.

In transferring ownership of the data, Mr. Miller noted that more than five million words were selected from a sampling of reading materials used by elementary and junior high school pupils. These words form the corpus which has been assembled on computerized tape and now been turned over to Georgetown.

"This is the first time that the result of a substantial investment in dictionary development by a commercial publisher has been made available to scholars and researchers for their use," Mr. Miller said.

"The principal materials include a complete alphabetical list of 87,000 different words which occurred in the 5,000,000-word sample, a list of the different word types in order of frequency of appearance, citations for every occurrence of every word of interest, extensive tabulations, and the original marked and coded sampling texts," he said.

The collection was formerly in the Center for Applied Linguistics, Arlington, Virginia. It will now be placed in the Special Collections Room at Georgetown's Lauinger Memorial Library where a summary of the materials will be prepared and reproduction facilities will be available.

The American Heritage School Dictionary was published originally as a joint venture by The American Heritage Publishing Company and Houghton Mifflin. In 1975 Houghton Mifflin acquired full ownership of all American Heritage Dictionary properties.

ERIC CALLS FOR ASSISTANCE

The ERIC Clearinghouse on Languages and Linguistics needs your help! We attempted to compile a bibliography of audiovisual aids for use in teaching and teacher training in language variation, and the results were not at all satisfactory. We feel sure that there must be many more materials available and would welcome your additions to the following list:

American Dialects (1960)--2 LP records, Scott, Foresman, Purchase--\$13.50, set of two records.

Part of the "Spoken English" series. Six speakers from different regions of the United States read the same paragraph which contains words that bring out dialect patterns. Other titles included are "A Lesson in Pronunciation," "Semantics," and "Round Table Discussion." Includes teachers notes. Junior and senior high levels.

Americans Speaking (1967)--Record and pamphlet, National Council of Teachers of English, Purchase--\$3.95

Transcriptions of free discourse as well as readings of a set passage by different speakers illustrate six dialect areas in the U.S.

Change in Language (1967)--BW, 16 mm, 30 min., Indiana University, Rental--\$9.50

This film considers some of the continuing changes in the language and the present efforts to standardize English. Some reasons for language changes are presented. Junior and senior high levels.

Dialects (1958)--BW, 16 mm, 30 min., Indiana University, Rental--\$9.50.

Five individuals from different geographical areas in the U.S. illustrate pronunciation differences. The film shows how language variations are divided into geographical areas. College level.

Dialects and Dialect Learning (1974)--Multimedia kit, National Council of Teachers of English (Contact Business Manager for purchase information.)

An inservice kit designed for individual or group use with language arts teachers at all levels of instruction. The teaching strategy is programmed instruction with pre-tests and a post-test, intended to produce skills needed for teaching a regionally standard dialect acceptable in the larger society without tampering with or criticizing the child's own dialect. For teacher training.

Discovering Language: Varieties of English (1973)--Color, 16 mm, 10 min., Coronet Instructional Media, Purchase--\$142

The variety in pronunciation, meanings, idioms, and vocabularies in the English spoken within the U.S. and outside and by specialized occupation groups is presented. Intermediate level.

English Language: Patterns of Usage (1969)--BW or Color, 16 mm, 11 min., Coronet Instructional Media, Purchase--\$74 (BW), \$148 (Color)

Henry Lee Smith presents the view that the words a person uses, their pronunciation, the construction of phrases and sentences, dialects and speech rhythms are all aspects of usage and style. He illustrates how speech styles and acceptability vary with individuals and culture groups and in different language situations.

The Legitimacy of the Black Idiom (1972)--Audio cassette, 28 min., National Council of Teachers of English, Purchase--\$4

A brief review of linguistic and anthropological findings on black language and black culture is provided, followed by a description of those linguistic features that blacks share with whites and those features that are unique. A proposed model of black linguistic competence is outlined.

Protocol Materials on Black Dialect (1973)--National Resource and Dissemination Center, Purchase: Tape 1--\$15, Tape 2--\$15 Instructor's Manual--\$.80, Student Manual--\$1.13, Test Package--\$.30, Complete package--\$25.50, Rental: \$7.50 per tape, \$9 as unit (5 days)

(1) Twelve Black Dialect Features--Cassette tape, 62 min.

Twelve characteristic features of Black Dialect are presented in twelve lessons. Examples are illustrated by excerpts taken from

the conversations of approximately 100 intermediate elementary school children from East St. Louis, Illinois. Each lesson is accompanied by a test of cognitive learning. The typed pre-test and post-test are designed to indicate attitudinal changes which might occur as a result of the use of these Protocol Materials. The materials are designed to help preservice and inservice teachers identify the morphological and syntactic features of the variant dialect.

(2) Pre-Test and Post-Test--Cassette tape, 10 min.

Usage: What's Appropriately Next? (1973)--Audio cassette, 38 min.
National Council of Teachers of English, Purchase--\$5

The recording suggests that students want and need to know about specific items of usage. A course of study which considers the geographical, historical, and social factors influencing the acceptance or rejection of certain forms and constructions into the standard dialect is described. For teacher training.

What Are the English Language? (1967), BW, 16 mm, 30 min.
Indiana University, Rental--\$9.50

This film considers English as comprised of a writing system, as a variety of dialects, and as a variety of fantasies about the way English users might speak and write. It examines the teaching of diversities of linguistic form, the fact that linguistic behavior has social consequences and the principle of using English appropriate for the occasion. Junior and senior high levels.

Also included will be the Language...The Social Arbiter series produced by the Center for Applied Linguistics in 1966.

ORDERING PROCEDURES FOR DOCUMENTS ENTERED IN THE ERIC SYSTEM

Where indicated, hard copies (HC) and microfiche (MF) are available from the ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210. Where no MF or HC price is given, inquiries concerning the document's availability should be directed to the author or publisher. When ordering from EDRS, please list the ED numbers of desired documents, type of reproduction (MF or HC), and the number of copies needed. All orders must be in writing and payment should be enclosed (check or money order) to include price of MF or HC, plus postage according to the following schedule: \$.18 for up to 60 microfiche, \$.08 for each additional 60 fiche; \$.18 for first 60 pages HC, \$.08 for each additional 60 pages HC.

DOCUMENTS ON DIALECT STUDIES ENTERED IN THE ERIC SYSTEM

ED 095 529

Burling, Robbins

English in Black and White.

Pub Date 71

173 pages; Available from--Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$4.95, paper)

Document Not Available from EDRS.

Descriptors--American English, Grammar, Higher Education, Language Usage, Linguistic Patterns, Literacy, Negro Dialects, Nonstandard Dialects, Pronunciation, Speech Habits, Standard Spoken Usage, Teaching Techniques

An attempt is made in this book to state some of the features of and dispel some of the myths about nonstandard English, particularly the dialects of English spoken by many black Americans, and to consider alternative policies that might be adopted regarding varied forms of English. The chapters of the book include "What Is the Problem?" "Is Anything Wrong with It?" "Where Did It Come From?" "What Should We Do About It?" and "Can We Help the Children Toward Literacy?"

(RB)

ED 095 540

Students' Right to Their Own Language.

Conference on Coll. Composition and Communication, Urbana, Illinois.

Pub Date 74

35 pages; Available from--National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 27624, \$0.75

each, 20-99, \$0.50 each, 100 or more, \$0.35 each) Prepay orders under a \$1.00.

Journal Cit--College Composition and Communication; v25 Special Issue Fall 1974

EDRS Price MF-\$0.75, HC \$1.85 plus postage

Descriptors--College Students, Effective Teaching, Elementary School Students, English Instruction, Language Usage, Nonstandard Dialects, Secondary School Students, Self Concept, Social Dialects, Standard Spoken Usage, Student Rights
Identifiers--Students' Right to Their Own Language

This special report presents the resolution on language adopted by members of the Conference on College Composition and Communication in April 1974, and the background statement explaining and supporting the resolution. The statement includes answers to some of the questions the resolution might raise, such as: What is meant by dialect? Why and how do dialects differ? How do we acquire our dialects? Why do some dialects have more prestige than others? Does dialect affect the ability to read and write? Does dialect limit the ability to think? What do we do about standardized tests? and What sort of knowledge about language do English teachers need? A bibliography of 129 entires on the subject of students' right to their own language is also included. (SW)

ED 095 541

Fox, G. Thomas, Jr.

A Test Used to Determine the Extent to Which the Whorf Hypothesis and the Bernstein Thesis are Applicable to Either Black Dialect or to Standard English.

Pub Date April 74

44 pages; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 1974); Produced from best available copy

EDRS Price MF-\$0.75, HC-\$1.85 plus postage

Descriptors--Adolescents, American English, Junior High School Students, Language Research, Language Usage, Linguistic Patterns, Negro Dialects, Negro Students, Nonstandard Dialects, Perception, Standard Spoken Usage
Identifiers--Bernstein Hypothesis, Whorf Hypothesis

Syntactical rule differences in black dialect that can be more helpful to young adolescents' perceptions than the corresponding rules in standard English were studied. The syntactical rule in black dialect that was identified as being more explicit than the corresponding rule in standard English was the invariant "be" verb form (as in "I be honest"). The perception studied was young

adolescents' recognition of apparent contradictions; for example, in a given situation, a person can be honest and lying. Results suggest that more emphasis be placed upon young adolescents as rule-makers and rule-users. Theories such as the Whorf Hypothesis and the Bernstein Thesis did not satisfactorily explain the decision-making processes used by the children when deciding to use or not to use two contradictory words to describe the same person or object. (RB)

ED 095 555

Allen, Richard

Some of the Assumptions in Research on Black Children's Language Patterns.

Pub Date August 74

28 pages; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-\$0.75, HC-\$1.85 plus postage

Descriptors--American English, Higher Education, Language Patterns, Language Research, Language Skills, Language Usage, Linguistic Competence, Models, Negro Dialects, Negro Students, Research Design
Identifiers--Bernstein Hypothesis

This paper investigates some of the underlying assumptions prevalent in much of the research concerning the language patterns of black children and compares two competing research approaches: the deficit model, which assumes that black children from the ghetto hear very little language, much of it ill-formed, and that they are impoverished in their verbal expression; and the "difference" model, which holds that socially subordinate societies and language varieties are self-contained systems, neither inherently superior nor deficient. Also contained in this paper is an exploratory study of the Bernstein hypothesis, which pertains to restricted and elaborated language codes. This exploratory study observes college students and operationalizes slang as an instance of the restricted code. A statistically significant difference was found between the number of greetings given in the highest context condition and those given in the lowest context condition and between the number of slang phrases used in the highest context condition and those used in the lowest context condition. The findings suggest that context may be an important condition to include in a study that attempts to investigate language systems.

(Author/RB)

ED 095 713

Terrebonne, Robert A.

A Variable Rule Analysis of the Indefinite Article "An."

Pub Date 28 December 73

27 pages; Paper presented at the annual Meeting of the Linguistic Society of America (San Diego, California, December 1973)

EDRS Price MF-\$0.75, HC-\$1.85 plus postage

Descriptors--American English, Analysis of Variance, Computer Programs, Descriptive Linguistics, Determiners (Languages), Language Patterns, Language Usage, Linguistic Theory, Negro Dialects, Non-standard Dialects, Speech Habits, Standard Spoken Usage, Tables (Data)

This variable rule analysis of the indefinite article "an" was done by means of a computer program developed by H. Cedergren and D. Sankoff of Montreal. The data was collected from 45-minute interviews with three different groups of college students essentially alike in age: (1) 13 whites from Louisiana, (2) 12 blacks from southwestern Ohio, and (3) 10 whites from southwestern Ohio. Attempts were made to induce the production of "an" by three different tests or linguistic "games." The following conclusions were drawn: (1) There is a wide variation in the pronunciation of the indefinite article before beginning with a vowel. It is often "schwa," and sometimes the article is dropped entirely. Reduction of "an" to "schwa" occurs most frequently for black speakers. (2) Where there is evidence of style shifting for the black informants because of the race of the interviewer, the variation between "schwa" and "an" does not show style shifting. (3) The feature that favors the deletion of /n/ the most is a pause between the article and the following word. It is noted that more data from a wider range of social classes, ages, and styles, and from more varied geographic regions, are needed to substantiate this work. (PP)

ED 096 669

Summerlin, NanJo C.

Some Systematic Phonological Variations from the Regional Standard in the Oral Language of Lower Socio-Economic White and Negro Students in a Rural Deep South County. Final Report.

Florida State University, Tallahassee.

Spons Agency--National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.--BR-I-D-066

Pub Date January 73

Grant--OEG-4-72-0004

154 pages

EDRS Price MF-\$0.75, HC-\$7.80 plus postage

Descriptors--Consonants Disadvantaged Youth, Doctoral Theses, Generative Phonology, Grade 2, High School Students, Negro Dialects, Phonology, Pronunciation, Public School Teachers, Regional Dialects, Rural Areas, Standard Spoken Usage

Through taped interviews, this study investigated the pronunciation of certain consonants in a rural, deep south county in the South Georgia-North Florida area. The informants came from three groups: lower socioeconomic status (LSES) second graders, LSES senior high students, and teachers in the public schools. Some of the findings showed that there were significant differences between (1) speakers of black and white regional "standards," (2) educated blacks and LSES black school children at both levels, (3) educated whites and LSES white second graders (but not senior high students), and (4) second graders and senior high black and white children. Differences attributable to education level and to race were statistically significant (.05) for all variables examined, and males simplified with consistently greater frequency than did females. Using the elicitation instrument prepared for this study, a striking consistency was shown between results obtained through analysis of part of the interview and those obtained in a more time consuming analysis. Appendixes contain materials used in the study and tables of findings, and a bibliography provides a list of references.

(Author/JM)

ED 096 813

Winkler, Henry J.

A Comparison of the Intonation Patterns of Black English and Standard English.

Pub Date 73

8 pages; Paper presented at the Annual Meeting of the Acoustical Society of America (86th, Los Angeles, California, October 30-November 2, 1973)

EDRS Price MF-\$0.75, HC-\$1.50 plus postage

Descriptors--American English, Dialect Studies, Intonation, Language Patterns, Language Research, Language Styles, Negro Dialects, Social Dialects, Sociolinguistics, Speech Habits, Standard Spoken Usage.

This study was designed to investigate, describe, and compare the intonation patterns of Black English and Standard English speaking children in a reading (formal) and free discourse (informal) situation. Black English was defined as the linguistic code of the

subjects sampled from the inner city black poverty area schools. Thirty male Black English speakers and thirty male Standard English speakers, all between 12 and 14 years old, were sampled from junior high schools in two distinct socioeconomic areas of Los Angeles. All interviews were conducted with pairs of informants. Among the main findings of the study were the following: (1) Black English intonation patterns were different from Standard English intonation patterns for all sentence types and situations, except the specific question informal situation. (2) Black English displayed more level or rising terminal intonation contours than Standard English. (3) Black English displayed more rising initial intonation contours than Standard English. (4) The Black English speaker apparently differentiated between reading and free discourse situations by changing intonation patterns, whereas the Standard English speaker did not. (5) Standard English speakers maintain a higher pitch level than Black English speakers. (PP)

ED 096 821

Escure, Genevieve

Negation and Dialect Variation in French.

Pub Date April 74

26 pages; Paper presented at the Annual Kentucky Foreign Language Conference (27th, Lexington, Kentucky, April 1974)

EDRS Price MF-\$0.75, HC-\$1.85 plus postage

Descriptors--Deep Structure, Dialect Studies, French, Negative Forms (Language), Regional Dialects, Social Dialects, Surface Structure, Syntax, Transformation Generative Grammar, Transformations (Language)

Ways in which negation varies in two dialects of French, called "standard" and "colloquial" are investigated. The two dialects under consideration are representative of an extensive scale of styles, often overlapping and varying according to social status, education, contextual situation, age, and geographical area. Although the great majority of speakers control both dialects, which they use in different contextual situations, there are some speakers who control only one dialect. Through an analysis of examples, it is concluded that with respect to negation, the colloquial dialect is simpler because it lacks three processes present in the standard dialect: 1)"ne"-insertion, 2) negative-deletion, and 3)"ne"-deletion. The general tendency of the colloquial dialect to omit rules referring to deletion under identity is also shown. A list of references completes the paper.

(Author/PP)

ED 096 828

Light, Richard L.

Social Factors and Speech Variation: Some Observations in Albany, New York.

Pub Date 74

19 pages

EDRS Price MF-\$0.75, HC-\$1.50 plus postage

Descriptors--Dialect Studies, Negro Dialects, Nonstandard Dialects, Social Dialects, Sociocultural Patterns, Socioeconomic Influences, Socioeconomic Status, Sociolinguistics, Standard Spoken Usage
Identifiers--Albany

This study was conducted to examine certain social factors, such as sex, ethnicity, and socioeconomic group, as they influence the speech of a sample of black and white children, aged 10-12, from a lower socioeconomic group in Albany, New York. The tapes of the interviews were analyzed to determine the usage of the nonstandard forms of four grammatical features, the multiple negative and the absence of suffixal -Z (i.e., absence of the suffix marking plural and possessive nouns and the third person singular form of the verb). The results showed that the race of interviewer and sex of child had little influence on the use of the four features, as compared with race of child, which was a factor influencing frequency of use of two of the features, multiple negation and the absence of the third singular marker. It is noted that any explanation of the large quantitative difference between the black and white children's realization of these two nonstandard forms must take into account differences in social interaction patterns and the expectancies of the two groups. Results of this investigation are compared with those of the Washington and Detroit studies.

(Author/LG)

ED 097 687

Kincaid, J. Peter; Weaver, Authur J., Jr.

Black First Graders' Listening Comprehension of a Story Told in Black English or Standard English.

Pub Date 74

40 pages; Paper prepared at Georgia Southern College

EDRS Price MF-\$0.75, HC-\$1.85 plus postage

Descriptors--Educational Research, English Instruction, Grade 1, Listening Comprehension, Negro Dialects, Negro Students, Rural Youth, Standard Spoken Usage, Story Telling

This study demonstrated that black first grade children from disadvantaged backgrounds understood a Black English version of a

story better than an equivalent Standard English version. The testing was done in South Georgia. The story was "peer-prepared," that is, it was a story told by a black child about his own experiences and in his own words. The authors suggest that dialect readers be used in conjunction with equivalent Standard English readers. The ultimate goal should be the teaching of Standard English. The use of Black English material should ease the transition from the speaking of Black English to the reading of Standard English.
(Author)

ED 097 807

Dumas, Bethany K.

Suggestions for Investigating Tennessee English: A Sociolinguistic Approach to Dialect Study.

Pub Date 2 Nov 74

10 pages; Paper presented at American Dialect Society Section Meeting, South Atlantic Modern Language Association (Washington, D. C., November, 1974)

EDRS Price MF-\$0.75, HC-\$1.50 plus postage

Descriptors--Dialect Studies, English, Language Research, Language Styles, Regional Dialects, Social Dialects, Socioeconomic Status, Sociolinguistics, Southern States, Surveys
Identifiers--Tennessee

A survey of written and spoken Tennessee English was recently begun. Work is in progress on the first stage of the project, which involves the compilation of a bibliography. Data from the Linguistic Atlas of the Gulf States (LAGS) and the Dictionary of American Regional English (DARE) will be examined in planning the survey itself. The next stage will consist of the preparation of a questionnaire which will concentrate on informants' phonological, orthographic, and syntactic systems (data not collected by the LAGS project). Research techniques will be similar to those of the Arkansas Language Survey (ALS). The questionnaire is model-oriented rather than item-oriented, and enables the interviewer to record informants' speech in a wide range of styles. Samples of written English will also be collected. The general aims of the survey include: (1) the continued gathering of linguistic data useful for identifying geographic boundaries in Tennessee; (2) the investigation of the processes of obsolescence and replacement in the syntactic, phonological, and lexical systems of native Tennesseans; (3) the identification of the linguistic correlates of social stratification of Tennessee English in both its spoken and written forms; (4) the determination of the importance of style shifting as an explanation of linguistic variation in Tennessee;

(5) the testing of the hypothesis that Americans generally have a negative attitude toward their own use of language; and (6) the gathering of data yielding information about the relationship between speech and writing. (Author/LG)

ED 098 552

Reiter, Arlene

The Possible Interference of Black Dialect on the Comprehension of Beginning Standard Reading Materials.

Pub Date October 74

85 pages; M. Ed. Thesis, Rutgers University

EDRS Price MF-\$0.75, HC-\$4.20 plus postage

Descriptors--Beginning Reading, Elementary Education, Grade 3, Negro Dialects, Oral Reading, Reading Comprehension, Reading Materials, Reading Research, Silent Reading, Standard Spoken Usage, Syntax, Vocabulary

This study investigated the effect of black dialect upon the comprehension of standard reading material by using 50 third-grade students. A sentence repetition test was administered individually to each subject to select pupils for either the standard or the dialect group. Subjects were tested for oral comprehension and silent reading comprehension. No significant differences were found between the standard and the dialect group in oral comprehension. However, a significant difference was found between the scores of the two groups on the silent reading comprehension section of the test. The results of this study indicate that black dialect speakers are more proficient at understanding oral standard English than was formerly supposed. It was suggested that there is great overlap in the syntax and vocabulary of standard and non-standard English, and it is this common core which must be used to the advantage of all children. (SW)

ED 098 567

Seitz, Victoria

The Effects of Integrated Versus Segregated School Attendance on Short-Term Memory for Standard and Nonstandard English.

Pub Date September 74

9 pages; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974); Some pages have marginal reproducibility

EDRS Price MF-\$0.75, HC-\$1.50 plus postage

Descriptors--American English, Caucasian Students, Educational Research, Elementary Education, Memory, Negro Students Nonstandard Dialects, School Integration, Standard Spoken Usage

To determine the ability of both black and white children to repeat sentences which conform to the grammatical rules of standard versus nonstandard English, and to examine how attendance at racially and socioeconomically integrated versus segregated schools affected performance in standard and nonstandard English, third and fourth graders were divided into four groups. Groups 1 and 2 consisted of 80 black children from low-income homes. About half of these children had attended an integrated school in a suburban area since their entrance into school. The remaining children had attended an all-black school in their own neighborhood. Groups 3 and 4 consisted of 60 middle-income, mostly white children, who had attended a segregated school in their own neighborhood. Results revealed that black, low-income children performed significantly better than white, middle-class income children in recalling nonstandard sentences. Black, low-income children who had attended an integrated school were both better on standard and poorer on nonstandard sentences than similar children who had attended a segregated school. (SW)

ED 098 615

Hess, Karen M.

Basic Report for Targeted Communications; Teaching a Standard English to Speakers of Other Dialects.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau No -BR-1-0243

Pub Date Mar 72

Grant--OEG-0-71-3593

520 pages

EDRS Price MF-\$0.90, HC-\$24.60 plus postage

Descriptors--Applied Linguistics, Bibliographies, Dialect Studies, Elementary Secondard Education, English Instruction, Higher Education, Language Research, Linguistic Theory, Nonstandard Dialects, Regional Dialects, Social Dialects, Teacher Education, Teaching Methods, Ten1

Designed to interpret and synthesize the existing research and related information about dialects for those people who are involved in teaching a standard English to speakers of other dialects, the information in this report is based on an analysis and synthesis of over 1,250 articles and reports dealing with dialects and dialect learning. The content is divided into descriptive materials on dialects; issues in dialect study; materials, methods, and existing programs; teacher preparation; and biblio-

graphies. Among the specific dialects examined are regional, social, and nonstandard, including black dialects, Mexican-American and Puerto Rican dialects, and the American Indian Appalachian, Chinese, and Hawaiian dialects. Two appendixes--a glossary and a report of the treatment of features of nonstandard usage in language arts textbooks--complete the report. (HOD)

ED 098 618

Hendricks, Wilma Roberta Cox

The Development of an Instrument Designed to Determine Teachers' Knowledge and Understanding of Black English.

Pub Date 74

170 pages; Ed.D. Dissertation, University of Kentucky

Available from--University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-22,994; MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors--Criterion Referenced Tests, Doctoral Theses, Educational Research, Grammar, Knowledge Level, Negro Dialects, Teachers

Since no attempt had been made to determine classroom teachers' knowledge and understanding of the rules of Black English as identified by linguists, this study was designed to construct an appropriate instrument which could be administered to classroom teachers who want to work successfully with lower-class black children. Criterion-referencing was chosen over norm-referencing because the test was to yield specific information about overall knowledge proficiency of the individual teachers and the specific language problems which an individual teacher did and did not recognize and/or comprehend in the areas of grammar and pronunciation and their relation to the meaning communicated. After the instrument had been presented to a jury of linguists and administered to a pilot group of teachers, plans for instrument revision were made. (Author/HOD)

ED 098 648

Minderhout, Mary Alice W. ; Minderhout, David J.

The Speech of Fourth Graders in Fifteen Central Pennsylvania Schools: Phonological and Grammatical Variables.

Central Columbia School District, Bloomsburg, Pa.; Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date June 73

49 pages

EDRS Price MF-\$0.75, HC-\$1.85 plus postage

Descriptors--Educational Research, Grade 4, Grammar, Nonstandard Dialects, Phonology, Regional Dialects, Speech Evaluation, Standard Spoken Usage

Identifiers--Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania

To determine both whether the speech of fourth graders designated as Title I students differs significantly in any way from that of non-Title I fourth graders and whether there are regional features in the speech of these students which would handicap their performance on a nationally standardized test, 68 children from the intermediate unit and elementary schools in six Pennsylvania school districts were interviewed. An equal number of Title I and non-Title I children was randomly selected from each school. Questioning was based on areas expected to be familiar to the informant such as childhood games, school activities, and favorite television programs. The research was divided into two parts. Casual conversation was obtained from the children and data from the first part of the study was analyzed. Games, word lists, and reading passages that were based on the children's actual speech were designed and utilized in the second round of interviews. Results revealed that there were no qualitative differences in the speech of Title I and non-Title I children, and that a few more Title I children used the more highly stigmatized grammatical forms such as multiple negation than did non-title I children.

(SW)

ED 098 800

Watson, Karen Ann

Understanding Human Interaction: The Study of Everyday Life and Ordinary Talk.

Hawaii University, Honolulu, East-West Center.

Pub Date August 74

13 pages; Journal Cit--Topics in Culture Learning; v2 1974

EDRS Price MF-\$0.75, HC-\$1.50 plus postage

Descriptors--Cultural Awareness, Cultural Context, Cultural Exchange, Language Patterns, Language Usage, Oral Communication, Oral Expression, Social Relations, Social Structure, Sociolinguistics, Standard Spoken Usage

Culture learning includes the study not only of the highest artistic expression of a people, but also of the everyday patterns of communication and behavior. Recent sociolinguistic studies take the view that social rules, rights, and duties are properties not of

individuals but of interaction itself, and are constantly changing. This implies that social organization derives not from an idealized structure but from continually evolving everyday life. In order to communicate in a language, therefore, it is necessary to learn a community's rules for speaking along with the language's grammatical structure. Conversational analysis may eventually be used to solve problems of culture learning and cross-cultural interaction. (CK)

ED 098 833

Crane, L. Ben

The Social Stratification of /aI/ in Tuscaloosa, Alabama.

Pub Date 73

22 pages

EDRS Price MF-\$0.75, HC-\$1.50 plus postage

Descriptors--Age Differences, Dialect Studies, Phonological Units, Phonology, Pronunciation, Regional Dialects, Social Dialects, Social Stratification, Sociolinguistics, Southern States

Identifiers--Alabama, Tuscaloosa

This study is a sociolinguistic analysis of the variant pronunciation of /aI/, a selected phonological variable, by white informants in Tuscaloosa, Alabama. Through a purposive sampling procedure, 56 informants were interviewed to determine their pronunciation of /aI/. Informants were ranked according to education, income, and occupation to determine social class. Specific environments of /aI/ were chosen for study. Conclusions show that the highest social class and the youngest age group produce the closest pronunciation to broadcast standard. (Author)

ED 099 768

Rockey, Denyse

Phonetic Lexicon of Monosyllabic and Some Disyllabic Words, with Homophones, arranged According to their Phonetic Structure.

Pub Date Oct 74

242 pages; Published by Heyden & Son Ltd., London

Available from--Sadtler Research Laboratories Inc., Book Division, 3316 Spring Garden Street, Philadelphia, Pennsylvania 19104 (\$13.60 cloth)

Document Not Available from EDRS.

Descriptors--Dictionaries, Phonetics, Phonology, Pronunciation, Reference Books, Speech, Word Lists

This book was developed from material compiled by the author during her years in speech and hearing clinics, and is designed for

practical use in teaching and therapeutic situations. The format of the book has been selected so that words may be grouped according to the way they are said by those using the phonological system of British Received Pronunciation, or systems similar to it. Also, various symbols have been used to denote General American Speech. The majority of the book is devoted to tables, which are arranged according to the initial, medial, and final sound or sounds of the words listed. (WR)

ED 100 136

Harvey, Gina Cantoni

Dormitory English: Implications for the Classroom Teacher.

Pub Date 27 April 73

15 pages; From "Southwest Areal Linguistics," Garland Bills, Ed., San Diego State University, 1974; Paper presented at the Second Annual Southwest Areal Linguistics Conference (Albuquerque, New Mexico, April 27, 1973)

EDRS Price MF-\$0.75, HC-\$1.50 plus postage

Descriptors--American Indians, English (Second Language), Interference (Language Learning), Language Instruction, Language Proficiency, Language Standardization, Language Teachers, Native Speakers, Navaho, Nonstandard Dialects, Reservations (Indian), Second Language Learning, Second Languages

Navaho Indians learning English tend to use two versions of the language: classroom English and an informal dialect spoken outside school. The sounds of Navaho are imposed on spoken English, and the phonological deviations produce morphological and syntactical errors. Mistakes in verb tense and in singular and plural suffixes are common. The value of teaching English as a second language is questionable; perhaps it should be taught as an alternate dialect, and teachers should cite economic opportunity as motivation to learn. Navaho students were tested for their ability to recognize and use comprehension clues in reading English; results indicate that reading skill rests on oral linguistic competence. Teachers could use a knowledge of linguistics to improve their language instruction. (CK)

ED 100 148

Wight, J.

Dialect in School.

Pub Date November 71

11 pages; Available from--"Educational Review," School of Education University of Birmingham, P. O. Box 363, Birmingham B15 2TT, England (50 pence)

Journal Cit--Educational Review; v24 nl p47-58 November 1971
EDRS Price MF-\$0.75, HC Not Available from EDRS, plus postage
Descriptors--Child Language, Creoles, Dialect Studies, Elementary
Education, Instructional Materials, Interference (Language Learning),
Language Development, Language Handicaps, Language Instruction,
Nonstandard Dialects, Teaching Methods
Identifiers--Great Britain, West Indies

This paper first considers the inadequacy of definitions of dialect speech that are too rigid. Some of the ways in which dialect can influence the performance of children in school are discussed, and the notion that dialect is an indication of linguistic deficit is also considered. In the last part of the paper, the attitude of the Schools Council Project toward West Indian children, speakers of an English-based Creole, and their dialect is summarized as follows: (1) Teachers must be as informed as possible about Creole and able to approach language learning problems from the child's point of view; (2) Many West Indian children have a range of severe language learning problems which have little to do with dialect per se. Most of the Project's teaching materials focus on these non-dialect and general language development areas; (3) One unit of the four that make up the Project materials does focus on dialect and is designed to help West Indian Children write standard English and to make teachers more aware of the learning problems of dialect speakers; and (4) The teacher must never attack the student's own language. A positive value should be placed on the dialect in class, and dialect differences must be considered objectively. .
(Author/PMP)

ED 100 160

Ringler, Norma; Jarvella, Robert
A Longitudinal Study of Mothers' Language.
Pub Date 74

8 pages; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Las Vegas, Nevada, November 1974)
EDRS Price MF-\$0.75, HC-\$1.50 plus postage
Descriptors--Child Language, Descriptive Linguistics, Language Patterns, Language Usage, Longitudinal Studies, Mothers, Parent Influence, Psycholinguistics, Speech Habits

A study was conducted to determine the relationship between maternal input to early language learners and language acquisition and to answer the following questions: (1) Does nursery language used with the child change after he begins to talk? (2) Is there reason to believe that the child's speech is influenced by or influences

the mother's speech? The subjects of the study were 10 lower-class black mothers, speakers of urban language, and their children, all born during the summer of 1970. The verbal and nonverbal behavior of each mother-child pair was observed for a total of 10 hours between 1970 and 1974 by means of written transcriptions of dialogue, tape-recorded interviews, and written descriptions of behavior. Results of the study suggest that mothers' speech to children is much different from mother-to-adult speech, less complex, and less grammatically correct; that nursery language used with the child becomes more varied and less concrete as the child learns to talk; and that the child's speech is influenced by and influences the mother's speech. (PMP)

ED 100 174

Crane, L. Ben

The Death of a Prestige Form, or the Social Stratification of /R/ in Tuscaloosa, Alabama.

Pub Date 73

25 pages

EDRS Price MF-\$0.75, HC-\$1.85 plus postage

Descriptors--Dialect Studies, Pronunciation, Regional Dialects, Social Class, Social Dialects, Social Stratification, Sociolinguistics, Standard Spoken Usage

A study was conducted to explore the relationship of the pronunciation of /r/ to social class and age in the speech of whites in Tuscaloosa, Alabama. Tape-recorded interviews were conducted with a sample of informants representing a cross-section of ages and social classes in the city. Conversation was elicited on a number of topics of common interest to assure the informality of the speech samples collected. Education, occupation and income were considered in determining social rank. Three age groups were formed, using 22 and 61 as the upper limits for the young and middle groups. The youngest informant was 8, and the oldest 86. The following were among the results of the analyses: (1) stratification of /r/ is exhibited both by class and by age; (2) if /r/ following a stressed mid-central vowel, /r/ following a low-mid back vowel and /r/ in unaccented syllables are analyzed separately, each shows stratification by class and age, except the low-mid back vowel in the 23+ age group; (3) even though all age groups of lower class informants have more full /r/ constriction than any other social classes, all are seen to be moving toward full /r/ constriction as their norm, as can be seen in the large percentage of full /r/ constriction exhibited by the 22-informants in all social classes. (KM)

ED 101 332

Lanier, Dorothy Copeland

Black Dialect: Selected Studies Since 1865.

Pub Date 74

167 pages; Ed.D. Dissertation, East Texas State University
Available from--University Microfilms, P. O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 74-25,634, Mfilm \$5.00, Xerography
\$11.00)

Document Not Available from EDRS.

Descriptors--Dialect Studies, Doctoral Theses, Language Research,
Negro Dialects, Nonstandard Dialects, Oral Communication

The two purposes of this study were to analyze the linguistic studies of the speech of black Americans which began in 1865 and ended in 1972 and to determine, on the basis of the studies analyzed, whether or not a black dialect exists. First, 73 studies were categorized according to the investigators' points of view; and finally, the studies were closely examined for evidence of scientific methodology. Results showed that before 1954 most black dialect studies were based on random observations or on the authors' authority, with scholars usually denying the existence of black dialect, believing it to be essentially southern white speech. After 1954, black dialect studies increased sharply and the majority of investigators, using scientific methodology, reported convincing evidence that black speech differed sufficiently from standard English to be regarded as a separate dialect. However, black dialect is not restricted to members of the black community and it is not spoken by all blacks. (Author/JM)

ED 101 338

Williams, Ronald; Wolfram, Walt

A Linguistic Description of Social Dialects.

Pub Date 74

17 pages; Paper presented at the American Speech and Hearing Association Convention, 1974

EDRS Price MF-\$0.76, HC-\$1.58 plus postage

Descriptors--American English, Dialects, Distinctive Features,
English, Grammar, Linguistics, Negro Dialects, Nonstandard Dialects,
Pronunciation, Social Dialects, Sociolinguistics

The characteristics of several nonstandard dialects of American English are presented in this paper in the form of an inventory of features. It has been compiled with the recognition that nonstandard dialects are governed by pronunciation and grammatical rules and that within the broad category of nonstandard dialects,

regional and ethnic variations occur. The code used in the inventory to designate major varieties of nonstandard dialects consists of: (1) NS--used in all non-standard varieties of American English, including northern white NS, southern white NS, and black English; (2) SWNS--southern white NS; (3) S--southern white standard (possibly considered nonstandard in some northern contexts); and (4) BE--black English. The inventory includes sections on consonant cluster reduction; the "th" sounds; the "r" and "l" sounds; final "b," "d," and "g"; nasalization; vowel glides; verb constructions; the copula verb concord; negation; the possessive forms; plurals; pronominal apposition; relative clauses; questions; demonstratives; and pronouns. (JM)

ED 101 358

Estrin, Herman A.; Mehus, Donald V.

The American Language in the 1970s.

Pub Date 74

353 pages; Available from--Boyd & Fraser Publishing Co., 3627 Sacramento St., San Francisco, California 94118 (\$5.95 paper)

Document Not Available from EDRS.

Descriptors--American English, Anthologies, English Instruction, Higher Education, Language Role, Language Usage, Social influences, Sociolinguistics, Vocabulary

Identifiers--United States

Paralleling and reflecting the many recent changes in national life have been corresponding developments in the American language. As new concerns and problems have arisen, new vocabularies have come into being. Countless new words and novel expressions as well as new meanings and uses for established words have been created. This collection attempts to present a sense of the innovations, developments, and state of the American language in the 1970's. Articles by such authors as Mario Pei, Douglas Bush, Russell Baker, and Israel Shenker deal with the development of American English; dictionaries and usage; slang, graffiti, and euphemisms; the language of government and politics; the language of blacks; the language of women's liberation; the language of science and space; academia and its jargon; the arts and the mass media; censorship and pornography; other forms of communication; modern living and behavior; and the future of English. (TS)

ED 101 553

Pialorsi, Frank, Ed.

Teaching the Bilingual: New Methods and Old Traditions.

Pub Date 74

263 pages; Available from - University of Arizona Press, Tucson, Arizona

Document Not Available from EDRS.

Descriptors--American Indians, Biculturalism, Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, English (Second Language), Inservice Teacher Education, Language Development, Language Instruction, Language Programs, Language Teachers, Negroes, Nonstandard Dialects, Program Descriptions, Reading Instruction, Second Language Learning, Spanish Speaking, Teacher Role

This collection of readings on teaching bilingual and bidialectal students, particularly the American Indian, the Spanish speaking, and the urban black, is divided into three sections, headed by a general overview of the problems. The first section deals with bicultural understanding; the readings are intended to help the teacher assess his own role, whom he teaches, what he teaches, and what he can teach. The second section is devoted to theories and experiments in multilingual communication and language learning. The readings in this section, which were selected to provide the teacher with a view of possible applications and approaches, range from general theoretical discussions to specific field surveys. The third and final section deals with practical applications of theories and techniques in actual school programs. A list of suggested reading concludes the volume.
(Author/KM)

ED 101 578

Karttunen, Frances ; Moore, Kate

Finnish in America: Two Kinds of Finglish.

Pub Date December 74

21 pages; Material in first part of paper will appear in "Finnish in America: A Case Study in Monogenerational Language Change" by Frances Karttunen, in "The Social Dimension of Language Change," Blount and Sanches, eds., Sumner Press, 1975

EDRS Price MF-\$0.76, HC-\$1.58 plus postage

Descriptors--Bilingualism, Dialects, Dialect Studies, English, English (Second Language), Finnish, Interference (Language Learning), Morphology (Languages), Phonology, Regional Dialects, Sociolinguistics, Vocabulary

The Finnish language spoken by Finns who emigrated to America is often called "Finglish;" two distinct varieties are discussed in

this paper. American Finnish differs from native Finnish in its assimilation of a substantial number of loan words that augment and sometimes replace the original vocabulary. Many loan words deal with employment, foodstuffs, or environment, and have been adapted to Finnish morphology and phonology by a series of word-formation and pronunciation rules. These include stem formation to attach suffixes, consonant cluster simplification, stress adjustment, devoicing obstruents, and altering fricatives, affricates, labials and vowels to conform to Finnish phonology and inflection. One American Finn was found who speaks and writes a form of Finglish different from that recorded by researchers: it is based on English. Some of his writings are analyzed according to the same principles as the previously mentioned speech, and the two dialects are compared. (CK)

ED 102 607

Ney, James W.

Generative Semantics and Dialect Geography.

Pub Date October 73

12 pages; Paper presented at the meeting of the American Dialect Society, Rocky Mountain Region, Laramie, Wyoming, October, 1973; Originally titled "Dialect Studies and Generative Semantics"

EDRS Price MF-\$0.76, HC-\$1.58 plus postage

Descriptors--Dialects, Dialect Studies, Higher Education, Language Usage, Regional Dialects, Semantics, Sociolinguistics, Transformation Generative Grammar
Identifiers--Generative Semantics

An extrinsic relationship between generative semantics and dialect geography should be exploited because contemporary transformational grammarians have too easily ignored the work of the dialectologist and have been too readily satisfied with what might be called arm-chair evidence. The work of the dialect geographers need to be taken into account. The "Linguistic Atlas of New England" cites several examples of varying constructions which have the same meaning, e.g., 23 synonymous expressions for, "He died." Another type of problematic structure unearthed by dialect geographers is that in which a single surface representation has two possible semantic interpretations, such as, "He takes after his father." There are also many cases of synonymy or partial synonymy that dialect geographers have discovered, such as the way informants distinguish "stone" from "rock." In some instances, evidence shows informants not distinguishing words in meaning but in use as in the difference between "sunset" and "sundown." The differing linguistic phenomena described by dialectologists will have to be considered by generative semanticists in their analysis of English. (HOD)

ED 102 822

Shuy, Roger W.

Current Theory and Knowledge for the Teaching of English. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 12.

Pub Date May 72

31 pages

EDRS Price MF-\$0.76, HC-\$1.95 plus postage

Descriptors--Descriptive Linguistics, Elementary Education, English, English Education, English Instruction, Language Development, Language Instruction, Language Research, Linguistic Theory, Nonstandard Dialects, Sociolinguistics, Standard Spoken Usage, Teacher Education, Teaching Methods

There are problems in the field of English teaching on at least three levels: research, teacher training, and the students. Research in the teaching of English must be preceded by research in English, language variation, and native language acquisition and by further work in descriptive linguistics. A significant problem in current language research is that the different disciplines engaging in it begin with different assumptions concerning the nature of language variation. Anthropologists and linguists consider variation normal manifestation of difference, while psychologists and educators view variation as a deviation from a norm. More emphasis should be placed on training teachers to hear, distinguish, and analyze the language of their students. Teachers must learn about the systematic nature of language, how languages differ from each other, how they change, the difference between oral and written symbolization, and the structure of communication. Techniques used today for evaluating a child's language ability frequently discriminate against nonstandard English-speaking children. It must be remembered that every child comes to the first grade with a relatively well developed and systematic language which cannot be characterized as random or illogical. More research into the problem of stigmatized speech is also needed. (PMP)

ED 102 836

Le Page, R. B.

Processes of Pidginization and Creolization.
York University (England), Dept. of Language.

Pub Date March 74

31 pages

EDRS Price MF-\$0.76, HC-\$1.95 plus postage

Descriptors--Creoles, Dialect Studies, Linguistic Patterns, Literature Reviews, Negro Dialects, Nonstandard Dialects, Pidgins,

Sociocultural Patterns, Sociolinguistics
Identifiers--Language Contact

This paper is intended as an outline synthesis of what is presently known about the process of pidginization and creolization. Section 1 deals with the linguistic process of pidginization under the following headings: (1) the learned expectancies of how to behave in a contact situation, (2) necessity and heightened attention, (3) redundancy, (4) perception and re-interpretation, (5) chance and coincidence, (6) universals, and (7) supplementation from the native language. Section 2 deals with the creolization/postcreolization/recreolization continuum, concentrating on the social (and, hence, linguistic) focus that was the outcome of isolation and the social diffusion that in some cases succeeded it. (Author/KM)

ED 103 850

Pederson, Lee, Ed.; And Others

A Manual for Dialect Research in the Southern States, Second edition.

Pub Date 10 June 74

244 pages; Available from--The University of Alabama Press, Drawer 2877, University, Alabama 35486 (\$2.95, paper)

Document Not Available from EDRS.

Descriptors--American English, Atlases, Dialects, Dialect Studies, Distinctive Features, English Instruction, Language Research, Linguistics, Nonstandard Dialects, Regional Dialects, Social Dialects
Identifiers--Gulf States

The Linguistic Atlas of the Gulf States (LAGS) Project is a survey of regional and social dialects in eight southern states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Tennessee, and Texas. This manual has been prepared for both those who will conduct the research and for those who are interested in the aims and methods of the LAGS Project. Four introductory essays outline the project and the relationships of the research to general linguistics, American dialectology, folklore study, and the teaching of English. These are followed by the complete text of the work sheets with the interviewing techniques used previously by researchers, maps, lists of countries, the index to the work sheets, vowel and consonant tables, and a personal data sheet. (JM)

ED 103 863

Ginn, Doris O.

Black English: Africanisms in Western Culture.

Pub Date March 75

12 pages; Paper presented at the Annual Meeting of the Conference

on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)

EDRS Price MF-\$0.76, HC-\$1.58 plus postage

Descriptors--American English, Cultural Factors, Language Patterns, Language Usage, Negro Culture, Negro Dialects, Nonstandard Dialects, Syntax

The topic of black dialect, a timely concern in education and society, should include an understanding of the relationship between language and culture and an understanding of the differences within ethnic and environmental influences contributing to linguistic diversity. Characteristics in black dialect which reflect its descent from African pidgin are evident in its African-based syntax, especially the verb system. A good example of black English as a dialect with a structure and origin of its own may be seen in Gullah, a language spoken by isolate blacks in the Carolina sea islands. The accusation that black dialect is a sloppy, careless speech must be refuted, but speakers of black dialect should be taught to be bidialectal in order to be prepared to function effectively in middle American society. (JM)

ED 103 872

McPhail, Irving P.

Overcoming Dialect Problems on the S.A.T.: a Descriptive Study of a Program for Urban Black High School Students.

Pub Date March 75

19 pages; prepared at the Reading Clinic, University of Pennsylvania

EDRS Price MF-\$0.76, HC-\$1.58 plus postage

Descriptors--Interference (Language Learning), Language Arts, Linguistics, Negro Students, Secondary Education, Test Bias, Testing Problems, Test Wiseness, Tutoring

This study investigated the effect of a linguistically based coaching program (with special attention given to the syntactic and semantic requirements of standardized language arts achievement tests) on the performance of selected black high school students on objective tests. The five subjects, one male and four female, were high school juniors who volunteered to participate in a 15-week reading study skills workshop. The final six weeks of the workshop consisted of a unit on test wiseness. Results of the study show that certain test taking behaviors can be improved and that the use of untimed tests for linguistically different students may be successful in reducing the inhibiting effects of worry resulting from potential dialect interference. (A review of pertinent literature, a bibliography, and an outline (JM)

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