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ABSTRACTS

Carolyn Temple Adger (Center for Applied Linguistics)
*Comments on the panel "*Cultivating socially minded linguists: Service learning and engaged scholarship in linguistics and education"

The commenter will synthesize information learned from the individual papers as they relate to the more general theme of public outreach and linguistics. Panel participants will take questions from the audience in a moderated format. Panel participants will discuss significant successes and challenges specific to their service-learning initiatives, woven into a more general discussion of how linguists, educators, and community activists can partner together to promote literacy, raise reading levels, and foster the educational attainment of non-standardized English-speaking students.

Richard W. Bailey (University of Michigan)
H. L. Mencken and the American Language

Published first in 1919, Mencken's *The American Language* was a bestseller, and he continued to expand it until the end of his life. Raven I. McDavid condensed the book, and that volume appeared in 1963. During his lifetime, Mencken was known as the "sage of Baltimore," and the house in which he was born and lived most of his life is now a museum. The Mencken Room at the Enoch Pratt Free Library preserves his books and papers. Mencken was famous for his "prejudices," and my talk will explore those prejudices and their impact on his writings about language.

Kara Becker (New York University)
Back Vowels on Manhattan's Lower East Side: A current look at New York City English

This study contributes a current picture of the vowel phonologies of a diverse group of New York City speakers, sampling 65 long-term residents of the Lower East Side stratified by age, ethnicity, gender, and class. Normalized formant values extracted from sociolinguistic interviews for BOOT, BOAT, PUT, BUT, BOT, BOUGHT, BORE, and BALL yield a corpus of over 6,000 words. Vowel plots, combined with linear regression analyses, investigate the status of these vowels and the correlations that arise with social factors, providing much needed data on the regional variety spoken in America's largest city.

Sarah Bunin Benor (Hebrew Union College)
Ethnolinguistic repertoire: Avoiding contradiction in research on language and ethnicity

This paper offers a new approach to language and ethnicity: "ethnolinguistic repertoire," defined as a fluid set of linguistic resources that members of an ethnic group may use variably as they index their ethnic identities. This construct addresses several theoretical problems, including whether distinctive language used by ethnic group members should be considered a separate language variety and whether intra-speaker variation should be characterized as code switching. This approach is supported with data on American Jewish language use based on an internet survey with 40,000+ responses, as well as others' research on language use in African American and Latino communities.

Douglas S. Bigham (University of Texas Austin)
Jessica White-Sustaíta (University of Texas Austin)
Kathleen Shaw Points (University of Texas Austin)
Lars Hinrichs (University of Texas Austin)
Apparent-Time Low Vowels among Mexican-Americans and Anglos in Austin, Texas

This work investigates the interaction of the LOT, THOUGHT, PRICE, and TRAP vowels among 24 Mexican American and Anglo speakers in Austin, Texas. Though most research on vowel shifts in North American English has focused on the speech of Anglos or African Americans, research into Texas and Western English (e.g., Bailey, et al., 2004; Fought, 2003; Thomas, 2001) repeatedly demonstrates the importance of considering Mexican-American speech as well. Our work provides further support to Fought's (1999) suggestion that we consider the implications of supposed majority-based sound changes on minority speakers and look more closely at the interactions between speaker groups when discussing sound change in a community.

Mary Blockley (University of Texas at Austin)
Not Just for Punks: /oy/ the Naturalized Diphthong
Of the phonemes in GAE, only /oi/ is a sound not traceable to OE. Words like *boy* indicate that the sound spread beyond Romance derivatives, probably through merger with /ui/, evidence for which appears from the thirteenth to the sixteenth centuries (Dobson 1968: §§252-263). Dialects of World English have reduced this diphthong (e.g. Newfoundland, Liberia) or merged it with /ai/. Pederson (2001: 260, 269, 278) notes a change "from /oi/ to /ai/" in lexical items like *oil* and *hoist* in American dialects. Is /oi/ destined for loss in World English, as Crystal has claimed the interdental fricative is?

Erica Britt (University of Illinois at Urbana-Champaign)
"Can the church say amen": Strategic uses of black preaching style at the State of the Black Union

A qualitative examination of the introductory speeches of three panelists for the 2008 State of the Black Union and announcements and asides by moderator Tavis Smiley reveals how switches to black preaching style are used to redefine the role expectations of the speakers and audience members. Drawing from Myers-Scotton's (1985) Markedness Model (specifically the notion of *rights and obligations*) and Irvine and Gal's (2000) notion of *iconicity*, I argue that iconic features of black preaching style, and the rights and obligations that govern sermonizing, become highly favorable tools for evoking audience agreement, most noticeably in the form of "amen".

Jennifer Cramer (University of Illinois at Urbana-Champaign)
Styles, stereotypes, and the South: Constructing difference at the linguistic border

This study addresses how speakers in Louisville, Kentucky, located on the northern border of the South, construct regional identity. Using theoretical notions of *enregisterment* (Agha 2005), *iconization*, and *recursivity* (Irvine 2001), I show how Louisvillians construct an identity that is both Southern and non-Southern, providing evidence to the fluid nature of identities at the border. Highly-stylized Southern accents for voicing the non-Southerner, iconic links between Southern speech and marrying cousins, and suggestions that Louisville does not represent the "real" South indicate that the linguistic border of the South is blurry, and speakers use different styles to construct fluid border identities.

Nathalie Dajko (Tulane University)
Style reduction and language death: A real-time study

Using longitudinal data from a formerly isolated Louisiana French community, this study challenges prevailing notions of reduction of style in language death. The data was collected via interviews conducted

in 2006 and 2007 with the last survivor of a series of interviews carried out in 1978. Focusing on features known to be linked to style, the results suggest that while a language may become morphologically more casual and while formal speech acts may be eliminated in language death, the language nonetheless becomes phonologically more formal, with older fluent speakers taking care to use a more prestigious version of the code.

Aaron J. Dinkin (Swarthmore College)
Phonological transfer as a forerunner of merger in Upstate New York

In a sample of speakers from Upstate New York who maintain a phonemic distinction between /o/ (LOT) and /oh/ (THOUGHT), words historically with /o/ before /l/ plus a consonant (e.g., *revolve*, *golf*) are produced with /oh/ in 74% of tokens. This transfer appears to be an early indicator of a long-term trend toward /o/~/oh/ merger. It is found in communities subject to the Northern Cities Shift, but absent in Poughkeepsie, where /oh/ is raised. The difference between Poughkeepsie's resistance to transfer and the NCS communities' participation in it is explained through Labov's (forthcoming) theory of reversible and irreversible sound changes.

Stefan Dollinger (University of British Columbia)
The realm of deontic and epistemic obligation/necessity in Canadian English: must, have to, got to *and other usual suspects revisited*

This talk provides an account of variation and change throughout history for deontic and epistemic necessity and obligation in Canadian English. Based on a new research tool, the Bank of Canadian English, it is possible to offer a real-time account of morphosyntactic variation. Previous research has shown that CanE has been, historically speaking, a fairly progressive variety, by adopting newcomers such as /have to/ at higher rates than BrE, but at lower rates than AmE. This more comprehensive account allows a comprehensive look at one area of verbal modality for one variety of North American English.

David Durian (The Ohio State University)
The "Canadian Shift" in the US Midland: Purely a chain shift?
(See attached PDF)
A recent study of Columbus, OH (Durian, 2009), found evidence of the "Canadian Shift" (CS) among male speakers born after 1950. Previous studies of CS in Canada (e.g., Clarke, et al., 1995; Labov, et al., 2006) have treated it purely as a chain shift. Yet Boberg's (2005) study of CS in Montreal suggests an alternative perspective, unexplored in previous studies. That is, CS may involve two components: a) /ae/-retraction linked to /ɑ/~/ɔ/ merger/near-merger as a chain shift; b) /ɛ/- and /ɪ/-retraction linked to /ae/ retraction as a parallel shift. Our results reveal CS consists of two components in Columbus.

Colleen Fitzgerald (University of Texas at Arlington)
Developing language empowerment projects with diverse communities

I present three different projects that integrate service-learning and offer insights in building community partnerships. The first project involved three years and developed ESL classes taught by university students in conjunction with a community service agency (reported in Fitzgerald 2009). The second project is replicating this approach in a new community by integrating outreach into a practicum course for MA TESOL students. The third is a developing collaboration with Oklahoma tribes and institutions of higher education to serve Native American language communities. A Spring 2010 course on sustainability and language endangerment will have an outreach component geared toward this goal.

Anne H. Charity Hudley (The College of William and Mary)
Introduction to African-American English and undergraduate service-learning

I present different models for introductory linguistics courses that include service-learning components concerning African-American English and Education. In the first course, students worked with the American Reads Program to help create a tutoring manual for struggling readers. In the second course there was a focus on the linguistic and social features of African-American English and students were required to engage in four hours a week of direct service. Students mentored elementary school students through the Big Brother Big Sister in-school program and at a school for students who were suspended or expelled from the general public school population.

Joseph Hill (Gallaudet University)
Carolyn McCaskill (Gallaudet University)
Ceil Lucas (Gallaudet University)
Robert Bayley (University of California, Davis)
Signing outside the box: The size of signing space in Black ASL

Deaf African American signers are reported to use a larger signing space (i.e. signs that exceed the rectangle that extends from the top of the head to the waist, from shoulder to shoulder, and a foot in front of the signer) than their White counterparts. We report on a test of that perception based on an analysis of more than 2000 signs extracted from twenty-four elicited narratives from Black and White signers. Results indicate that the Black signers consistently use a larger signing space than do White signers. We explore morphological and discourse motivation for the size of signing space.

Christian Koops (Rice University)
Southern and Post-Southern /ey/ and /ɛ/ variants in Houston EAE and AAE: An analysis of formant contours

This talk is concerned with acoustic aspects of the vowels /ey/ (FACE) and /ɛ/ (DRESS) in the context of the erosion/retention of Southern phonology and the divergence/convergence of African-American and European-American speech in Houston, Texas. While both AAE and older EAE speakers display the traditional Southern 'rotation' of these vowels in F1-F2 space, there are significant differences in fine phonetic detail, including formant dynamics. These help explain the quite distinct auditory quality of the vowels in each variety. Among other differences, the /ey/ variants differ in the temporal nucleus-glide ratio, and the /ɛ/ variants differ in their degree of diphthongization.

Christine Mallinson (University of Maryland, Baltimore County)
Helen Atkinson (Independence School, Local 1)
Graduate service-learning in a Baltimore, MD, high school

In this service-learning initiative, a graduate course on language and race/ethnicity, a seminar of graduate students learned about the relationships between language, race, and ethnicity, while also working with teachers at a small charter high school in Baltimore, MD, to design and implement lesson and project plans on the topic of diversity in language and culture. The partnership sought to raise high school students' and teachers' dialect awareness, support students' mastery of School English, and facilitate the development of students' linguistic versatility in both non-standardized and standardized varieties of English.

Stephen L. Mann (University of South Carolina)
When non-mainstream does not equal nonstandard: Toward an understanding of in-group assessments of intelligence by speakers of Gay American English

The standard/nonstandard distinction may not be sufficient to categorize some varieties of Gay American English (GAE) which utilize standard features while maintaining marginal societal status. Several gay male

informants mentioned during interviews their belief that gay men are more intelligent than other men. A quantitative analysis of informants' use of released /t/ and velar (ing) suggests that this positive stereotype results from an indexical relationship between standard forms and perceived intelligence. I argue that GAE be described as a non-mainstream variety of Standard English that shares its features – and the judgments of intelligence they index – but not its status.

Corrine McCarthy (George Mason University)
Judith Hadley (George Mason University)
Midland or South: The phonetics of Northern Virginia

Historically, the Washington, D.C. metro area has been neglected by dialectologists, probably due to its urban, geographically-mobile nature. Nevertheless, a major border lies somewhere between Baltimore and Richmond, two points the *Atlas of North American English* identifies as Midland and Southern, respectively. Sociolinguistic interviews with natives aged 15-94 indicate a near-total absence of Southern features (e.g. /aj/ monophthongization, r-deletion) and a presence of Midland ones (e.g. *cot-caught* merger in progress). We further explore the mechanism of merger through an acoustic analysis of low-back vowels in parent-child pairs.

Thomas C. Purnell (University of Wisconsin-Madison)
Upper Midwestern [o]: Differences between open- and closed-syllable word classes

Compared to /aj/, /æ/ and other vowels in the Inland Upper North, the non-rhotic /o/ is considered to be a relatively uniform long, back diphthong with an upglide that is vertical or transverse in the vowel space. The received position for /o/ words in the Inland Upper North is that, in spite of monophthongization, /o/ words are included in one word class, BOAT. This paper examines acoustic and articulatory uniformity within the BOAT class, arguing that /o/ vowels be better represented by BOAT, BODE and BEAU. Factors tested include following consonant voicing in recordings spoken by 15 female speakers.

Thomas C. Purnell (University of Wisconsin-Madison)
Eric Raimy (University of Wisconsin-Madison)
Joseph Salmons (University of Wisconsin-Madison)
Visualizing and simulating sociophonetics and linguistic mapping: New tools for teaching and research

This presentation introduces a new software program and database package for teaching and researching sociophonetics and linguistic mapping. The program was originally developed to help beginning students in phonetics courses quickly master acoustic analysis of vowels, and has been expanded to courses on dialects and variation and change and to original research. This paper covers three areas of program development: the core program where students collect, input and plot vowel data; the analysis stage where students compare their vowels to those of others in the class and in a database; and the mapping component where students can build linguistic maps.

Jeffrey Reaser (North Carolina State University)
Teachers as researchers: Facilitating inquiry into culture and place

This paper reports on an 18-month partnership between two linguists, four faculty from an Education school, and 24 in-service, middle grades teachers in Raleigh, NC. In this project, the service-learning model is tweaked as the participant teachers are transformed into students and then researchers. After education in language variation, the teachers conducted personal inquiry projects related to language and life. In all cases, the inquiry project eventually informed classroom pedagogy and resulted in the creation of educational content that is now available to any teacher. Instead of course credit, we were able to offer credit toward license renewal as incentive.

Jennifer Renn (The University of North Carolina at Chapel Hill)
Understanding Stylistic Variation: The Influence of Social Factors in Early AAE

While stylistic variation is characteristic of all speakers, the range of variation and the relative effect of different social and sociopsychological factors may shift over time. This presentation utilizes a longitudinal dataset consisting of 70 African American children to investigate this question. It evaluates the role of several social factors in young speakers' use of stylistic variation by assessing the manipulation of core features of African American English at four time points. Looking at changes in style shifting and their relationship with various social factors helps identify which factors have a greater influence over the early lifespan.

John R. Rickford, Sr. (Stanford University)
Lisa Young (Claflin University)
Sociolinguistics lessons in A Lesson Before Dying

Sociolinguists mainly use vernacular speech data, but literature can also be revealing. Ernest Gaines skilfully crafts the dialogue in *A Lesson Before Dying* to differentiate Whites and Blacks, the educated and uneducated, and to portray the complexity of individual characters. For instance, he puts high SE in the mouth of a defense attorney who expresses ugly sentiments. And he uses AAVE to portray the struggle of an elderly, uneducated African-American woman, to ensure that her grandson Jefferson does not die believing he's a "hog." The author's sketch of sociopolitical complexities in early 20th century Louisiana is complex and revealing.

Rose Rittenhouse (University of Wisconsin-Madison)
Hypercorrection in Wisconsin High German: The realization of schwa

Speakers of Wisconsin High German (WHG, a variety used by many German immigrants and their descendants) demonstrate hypercorrection patterns for schwa realization that are inconsistent with the traditional prediction of [(:)] or [e(:)]. This study analyzed recordings of WHG speakers from eastern/southeastern Wisconsin. Expected schwas were extracted and plotted in speakers' vowel spaces. The schwas were often fronted (indicating hypercorrection) but were not limited to regions associated with / / or /e/. Word-final and word-internal schwas patterned differently both within and across recordings. The results provide evidence for WHG speakers' hypercorrection while suggesting that such hypercorrection is gradient and highly variable.

John M. Spartz (University of Minnesota Duluth)
(Re)visiting the with *of* come with *in the Upper Midwest Dialect: Towards an extension of cross-dialectal, variationist methodologies*

In (re)visiting *come with* through an historical, syntactic, and prosodic analysis, I posit and defend the categoriality of *with* in this and related constructions as a verbal particle selected by deictic verbs of motion. In so doing, I employ "unconventional" methodological techniques that prove useful for related dialect studies. I draw upon and cross-dialectally juxtapose results from grammaticality judgment surveys and—through a Praat acoustic—spoken data from speakers of the Upper Midwest Dialect and several other American English dialects. Results substantiate *with*'s categoriality as a particle and part of the phrasal verb, not a preposition with a null object.

Rebecca Starr (Tulane University)
 "Abbrevs is totes the lang of the fuche": Variation and performance of abbreviation slang

Abbreviation slang terms ("abbrevs") are generated by cutting words off following stressed syllables (e.g. *ridic* ("ridiculous")) and then optionally adding plural -s (e.g., *tomorrors* (tomorrow)) and diminuitives (e.g., *unfortchkies* ("unfortunately")). This study examines use of abbrevs by vlogger Molly McAleer and Facebook users. Because they are associated with internet language, iconic of laziness, and reminiscent of early 20th century slang, abbrevs index an ironic, hipster identity. The use of abbrevs as a marker of ironic identity raises the question of whether features must genuinely acquire social meaning through linguistic practice before they are appropriated for mocking subversion.

Rita Turner (University of Maryland, Baltimore County)
Vered Nusinov (University of Maryland, Baltimore County)
I*ntegrating language awareness into interdisciplinary instruction*

This presentation describes two projects implemented in a Baltimore high school that encourage students to explore linguistic diversity while developing skills in different content areas. The first project merges critical language awareness activities with content-area lessons in literature, history, and science that are applied toward the cultivation of social and environmental awareness. The second project incorporates lessons on language diversity into a series of five lesson plans that center on geography, math, and current events. These projects thus reveal ways that information about language diversity can be effectively integrated into the content of a range of secondary school subject areas.

Tracey L. Weldon (University of South Carolina)
Bougie Banter: The Representation of Middle Class AAE in Film

Central to the growing interest in media representations of African American English (AAE) are questions of authenticity and public perception. This study examines the representation of AAE in a genre of films featuring black, middle-class characters in contemporary dramas. I argue that the representation of AAE in these big-screen dramas is not only authentic, but provides a more varied and nuanced perspective on the variety. This study thus contributes to the growing body of research on media representations of AAE (cf. Harper 2008), as well as the burgeoning interest in middle class AAE usage (cf. Weldon 2004, Rahman 2008).

Jessica White-Sustaíta (The University of Texas at Austin)
The cross-dialectal development of pragmatic distinctions in questions.

All English dialects, including Mainstream English, exhibit structural variation in question forms among subject auxiliary inversion, non-inversion, and auxiliary-less questions. African American English, however, exhibits non-inversion and auxiliary-less questions in a wider array of contexts than other English dialects permit (Labov, Cohen, Robins, & Lewis, 1968). This study compares the elicited production of questions between child speakers of local varieties of Mainstream English and African American English in New Orleans. My analysis suggests that both grammatical and pragmatic differences in question variation between the two varieties emerge by 5 years of age, and are acquired along with the structures themselves.

Adrian Wurr (University of Idaho)
Composing cultural diversity and civic literacy

This research investigates the effects of service-learning on linguistically and culturally diverse college students enrolled in a first-year composition course. Two separate studies, a pilot and main study involving native (NS) and non-native (NNS) English speaking college students, explore how students from diverse sociolinguistic backgrounds respond to and gain from service-learning. The results were mixed, with the initial study indicating NNS students often experience more difficulty finding and successfully completing work in the community while the main study found a similar group of NNS students to expect and gain more from service-learning activities than a comparative group of NS students.