1974 ANNUAL ADS MEETING

The 1974 Annual Meeting of the American Dialect Society will be held in conjunction with the Modern Language Association of America in New York. The first session will meet from 8:30 a.m. to 12:30 p.m. on December 27 at the New York Hilton in Murray Hill A room. The second session will meet from 2:00 p.m. to 6:00 p.m. in the Regency Ballroom of the Americana Hotel on December 28, and will include the Business Meeting. The Executive Council meeting will be held Friday, December 27, at 2:30 p.m., room to be announced at the morning session.

Papers to be presented include:
Session 1---December 27 (8:30 a.m.-12:30 p.m.) --- Hilton
1. Juanita V. Williamson (Lemoyne-Owen College), "Some Problems of Black English"
3. Virginia G. McDavid (Chicago State University), "That and Which in Relative Clauses"
4. Thomas M. Paikeday (Mississauga, Ontario), "Xeroxing in American Speech"
5. Grace S. Rueter (Ann Arbor, Michigan), "Vowel Nasality in the Georgia Piedmont"
6. Charles W. Kreidler (Georgetown University), "The Orthography of Gideon Olmstead, American Privateer (1749-1845)"
7. Frances F. Kleederman (Newark State College), "A Study of 'Yinglish' in Henry Roth's Call it Sleep"
8. Donald M. Lance (University of Missouri), "Missouri and Surrounding States"

Session 2---December 28 (2:00 p.m. - 6:00 p.m.) --- Americana
1. Louise Hanes (Valdosta State College), "Black Dialect in the Stories of Eudora Welty and Langston Hughes"
2. Thomas J. Cresswell (Chicago State University), "Usage in the Dictionary"
3. Lawrence Johnson (University of Southern California), "Current Status of Voiced Intervocalic /t/ in English"
4. Curt M. Rulon (Northern Texas State University), "Westward Huck"
5. Michael D. Linn (Virginia Commonwealth University), "Semantic Fission Through Dialect Fusion"

NEH YOUTHGRANT AWARDED
An NEH Youthgrant has been awarded to Jonathan E. Lighter for work on a dictionary of American slang of the era 1865-1900. Mr. Lighter can be contacted at 30 East Ninth Street, New York, N.Y. 10003.

PAPER OF INTEREST TO ADS MEMBERS
German schools and universities with their strong British tradition in teaching English are becoming more and more receptive to American English. The number of courses in American English (as a distinct variant of English) offered at the university level is growing steadily. At the University of Aachen, Dr. Th. Sauter-Bailliet introduced the subject in the newly created section "American Studies". She has been investigating the general scene and has recorded her findings in a paper "The Growing Receptivity to American English in Germany". For further information, contact:

Dr. Theresia Sauter-Bailliet
Institut für Anglistik
Rhein.-Westf. Technische Hochschule
51 Aachen
Templergraben 55

MEETING ANNOUNCEMENT—Methods in Dialectology, P.E.I.
To exchange ideas on methodology which have been developing in various places in the past few years relating to dialectology, the Second International Conference on Methods in Dialectology will be held at The University of Prince Edward Island, Charlottetown, P.E.I., in the summer of 1975, from July 30 to August 6. Program details will be available in tentative form in January. This is a joint undertaking of the ADS, Canadian Linguistic Association, and the University of Prince Edward Island. Coordinator: H.R. Wilson, Dept. of English, Univ. of Western Ontario, London, Ontario, N6A 3K7.
The status of issues since the December 1973 editorial report is as follows:

Winter 1969: Published in late December 1973
Spring-Summer 1970: Published in February 1974
Fall-Winter 1970: Published in July 1974
Spring-Summer 1971: Published in August 1974
Fall-Winter 1971: Manuscript sent to the Press September 1973; proofs expected soon (the production of this issue has been unusually delayed for reasons I wot not)
Spring-Summer 1972: Manuscript sent late to the Press February 1974, in production
Fall-Winter 1972: Manuscript sent to the Press March 1974
Spring-Summer 1973: Manuscript sent to the Press June 1974
Fall-Winter 1973: Manuscript now being assembled

We continue to average about 16 months between delivery of a manuscript and publication. This is obviously too long. The Press is investigating the possibility of changing to an American typesetter or in other ways shortening production time. I hope by the December report to have some encouraging news.

The term of office on the Advisory Board has been loosely defined, thus matching our publication schedule in spirit. However, four new members have now been nominated to the Society: Harold Allen, Virginia G. McDavid, I. Willis Russell, and James Slēdd. The four members who have served their terms and are breaking stir are Raven I. McDavid, Lee A. Pederson, Thomas Pyles, and Juanita V. Williamson. I am deeply grateful to them for the help they have given American Speech in ways that are too many to detail. It is only with such help that we have made any progress at all.

There are no overwhelming problems on the horizon. We should send MS for Fall-Winter 1973 to the Press within the month of August or September and for Spring-Summer 1974 before the end of the year. With a little bit of luck, next year will see us complete manuscripts for the last of 1974, all of 1975, and the first half of 1976. And at that point we will be, in editorial work, caught up. And we will break out the champagne.
Dr. Morgan Walters, Director of the University of Alabama Press, has thirty copies of *Studies in Linguistics*, in honor of Raven I. McDavid, edited by Lawrence M. Davis, published by the University of Alabama Press in 1972, bound in Morocco leather. He has informed the American Dialect Society that he "hates to have such handsome books in a warehouse instead of gracing someone's bookshelf." He is offering these thirty copies to members of ADS only, on a first come first serve basis at a price of $17.50, which is the price of the standard cloth-bound edition.

Members of the Society who would be interested in availing themselves of this opportunity should write Dr. Walters immediately. His address is: University of Alabama Press, University, AL 35486.
CAMWIL PHONETIC BALL

Alva Davis and Raven McDavid designed a phonetic ball for the IBM Selectric typewriter and negotiated with Camwil of Honolulu to develop it at an estimated cost of $2,340 (IBM had earlier estimated that their cost would have been at least $10,000). The Camwil ball can be ordered for $55.

Since the Linguistic Atlas account does not have the funds for the developmental costs, Raven McDavid intends to underwrite, personally, the costs, hoping to be reimbursed by interested scholars and institutions. Should you or your institution be able to contribute to the development fund, checks can be made out to the Linguistic Atlas Fund, Division of Humanities, 1050 East 55th Street, The University of Chicago, Chicago, Illinois, 60637. Even small sums are welcomed.

Linguistic Atlas: Chronology

1931-33 New England fieldwork completed.
1933-41 Fieldwork by Lowman in Middle and South Atlantic States.
1941 Death of Lowman; McDavid becomes field worker; fieldwork suspended with Pearl Harbor; editing of South Atlantic materials begins.
1945-49 Fieldwork completed for Middle and South Atlantic States.
1946 Decision to publish list mss. rather than maps; Kurath becomes editor of Middle English Dictionary; South Atlantic editing suspended.
1964 Atlantic Seaboard materials moved to Chicago and IIT; editing gradually resumed.
1965-72 Final field records completed.
1974 South Carolina assumes partial support of editorial work; half of archives moved to S.C.; Design of Selectric element; Kurath donates reference library to Atlas.

Work Progress as of October 30, 1974:

- Estimated number of items to be edited: 813
- Number completely edited: 267
- Edited, Ontario-N.C.: 150
- Edited, Ohio-N.C.: 393
- Total at least partly edited: 810

***** See strikeoff of ball on page 6. *****
Strikeoff of phonetic element Camwil 1873-M, prepared for composition of Linguistic Atlas of the Middle and South Atlantic States:

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- **Vowel Shift Signs**
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*Strikeoff of Phonetic Ball*

See page 5 for more information.
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 078 416
Allen, Diane H., Ed.
The Discovery of English: NCTE 1971 Distinguished Lectures.
National Council of Teachers of English, Urbana, Ill.
Pub Date 71
99 pages; Available from: The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 01358, $2.00 non-member, $1.80 member).
EDRS Price MF-$0.75, HC-$4.20
Descriptors--Attitudes, Child Language, Composition (Literary), Discovery Learning, Elementary Schools, English Instruction, Essays, Language Arts, Literary Criticism, Literature Appreciation, Negro Literature, Standard Spoken Usage, Teaching Techniques.
Identifiers--National Council of Teachers of English, NCTE.

This book discusses new developments in the discipline of English. It contains six essays. In "The Ghetto of the Negro Novel: A Theme with Variations," Blyden Jackson explores why the setting of the Negro novel is in the city ghetto rather than in the rural Southland. Albert Marckwardt investigates the concept of "standard English" in both its linguistic and its sociological dimensions. In "Rhetoric: How Do You Carve an Elephant?" Robert Gorrell reveals a positive approach to instruction in composition that replaces teaching negative rules and drilling on usage with teaching "Understanding," an understanding solidly based in the art of rhetoric. Arthur Eastman leads his audience to discover with him "more things" revealed through literature, in this case through Hamlet's discovery of his kinship with humanity. In "The Reunion of Historical and Literary Study," David Fowler urges the reader...
to look beyond a narrow interpretation and fragmented view of the discipline of English to "a new integrated vision and a new vitality" that reunite historical and literary study. William Iverson urges the reader to accept the challenge and privilege of guiding children in the process of defining themselves through language. (This document previously announced as ED 058 189.)(CK)

ED 078 421
Golub, Lester S.
What Can the English Teacher Do with Dialects.
Pub Date [73]
18 pages; Unpublished study
EDRS Price MF-$0.75, HC-$1.50

The junior high and senior high school English teacher should not judge dialect speakers as inferior to speakers of standard English, but should rather be concerned with teaching his students the power and use of dialects. At the same time, he should capitalize on the students' dialect skills to teach them standard English skills. Teaching Activities which further these aims are: (1) teaching the distinctions among language, dialect, and idiolect (the personal use of Language); (2) exploring the uses of dialect in literature; (3) training students to develop their own linguistic atlas of their area, city, or state; (4) teaching the history of the English language; (5) conducting language mediation exercises to classify and study--without prescriptive judgments--the dialects of members of the class; and (6) using personal language charts, work charts, narrative charts, and language skill charts. Through such activities as these, students from different ethnic groups and races can use dialect study to profitably learn about each other's heritages. (DI)

ED 079 681
McCready, Michael Andrew
The Effects of Phonemic-Graphemic Correspondence Problems upon Reading Comprehension of Black Non-Standard Speakers of English.
Pub Date 72
149 pages; Ph.D. Dissertation, The University of Alabama. Available from--University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8048, MFilm $4.00, Xerography $10.00)
This study attempted to determine the extent to which phonemic-graphemic correspondence problems adversely affect reading comprehension among black children who are nonstandard speakers of English. An instrument requiring both silent and oral reading was devised by the investigator to test the effects of phonemic-graphemic correspondence problems upon the reading comprehension of a group of 60 black children, randomly selected from grades five, six, and seven. Twenty students were selected on each of the three grade levels, and there was an equal number of males and females on each level. The test was administered individually to each child and the entire session, in each instance, was taped for the purpose of recording responses to the investigator's questions. The pronunciations of the problem-words were recorded for purposes of phonetic transcription. The findings indicated that neither sex nor age was a statistically significant factor in determining ability to distinguish problem phonemic-graphemic correspondences. The findings also indicated that a significant relationship did exist between students' abilities to distinguish problem phonemic-graphemic correspondences in silent and in oral reading.

Deffenbaugh, Sue A.
Study of Language Competency of Black, Inner-City High, Average and Low Readers.
Pub Date Feb 73
Descriptors--Elementary Grades, Grammar, Language Patterns, Language Usage, Morphology (Languages), Negro Dialects, Negro Youth, Non-Standard Dialects, Reading Achievement, Standard Spoken Usage, Urban Language.

This study explored whether statistically significant differences exist between the (1) grammatical structures produced by high, average, and low black, inner-city elementary readers as measured by a language competency task; and (2) whether statistically significant interactions occur between reading achievement levels and the age of the child, the sex of the child, and measures of
grammatical structures in a language competency task. Interviews were conducted with 87 black, inner-city children, ages nine through thirteen, in non-graded classrooms. Some of the findings were that (1) the great majority of the subjects' errors corresponded to black dialect grammatical features; (2) the high readers consistently made fewer errors than the average or poor readers; (3) in all groups there were some subjects who did poorly; (4) all measures of the ability to formulate Standard English morphological structures showed significant differences among the three levels of reading achievement; and (5) the ability to produce Standard English grammatical constructions on demand is highly related to reading achievement level and may predict reading achievement. (DI)

ED 079 699
Levy, Beatrice K.
Language, Dialect, and Preprimers.
Pub Date May 73
13 pages; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.75, HC-$1.50
Descriptors--Beginning Reading, Dialect Studies, Grade 1, Language Handicaps, Linguistic Performance, Negro Dialects, Oral English, Reading Instruction, Reading Materials, Written Language.

In an effort to resolve some of the problems of widespread reading failure, this report investigated the way in which the language of inner-city black first graders corresponded to the language of beginning reading texts and whether or not dialect features occurred consistently in the children's speech. Twenty first grade black children were invited to select one or more picture books from a display and tell stories suggested by the illustrations. These stories served as the data base from which the language of books normally used as reading texts ("Now We Read," "In the City," and "Ready to Roll") was analyzed. Results indicated poor correspondence between words used in beginning reading instruction materials and those which are familiar to beginning readers. Clearly the children's oral language is more complex than that used in the books. Furthermore, the children were not consistently speakers of Black English--many of them produced Standard English equivalents for the dialect forms which have been reported by linguistics, suggesting that dialect by itself is not likely to present serious difficulties in beginning reading instruction. (HOD)
Morphological Features of the Speech of White and Negro Students in a Southern (Mississippi) Community.

Howell, Ralph Daniel

Pub Date 71

212 pages; Ph.D. Dissertation, The Florida State University
Available from--University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106
(Order No. 72-10,026, MF $4.00 Xerography $10.00)
Document Not Available from EDRS.

Descriptors--Allomorphs, Elementary Grades, Intermediate Grades, Language Proficiency, Linguistic Competence, Linguistic Performance, Morphemes, Morphology (Languages), Negro Dialects, Racial Differences, Speech Habits

Identifiers--Rule Application

Morphological features in the speech of Southern white and Negro students at four grade levels were studied by an instrument designed to test the students' knowledge of fifteen inflectional endings (including the allomorphs of the regular plural, singular possessive and third person singular present, absence of the plural possessive, and the comparative and superlative endings) and four derivational endings (-er, -ness, -less, and -able). Results found (1) grade differences on 18 out of 19 endings except for the singular possessive allomorph, (2) racial differences on all endings, (3) differences in levels of application on 17 out of 19 endings except for the comparative and superlative morphemes; significant interaction between (4) grade and race on 8 endings, (5) grade and level of application on 5 endings, (6) race and level of application on 11 endings; and significant triple interaction among (7) grade, race, and level of application on 7 endings. It was concluded that both white and Negro children enter school without a mastery of the common forms of English, morphology. Both groups increase in their ability to use these endings, but the white become proficient earlier. The differences on level of application indicate that in most cases these students were not able to transfer morphological rules from familiar to novel situations.

Wolfram, Walt, Ed. Clarke, Nona H., Ed.

Center for Applied Linguistics, Washington, D.C.
Pub Date 71

161 pages; Available from--Center for Applied Linguistics, 1611 North Kent Street, Arlington, Va. 22209 ($6.50 paper)
Exploring the issue of black and white speech differences, the articles reprinted in this anthology span several decades and are to be viewed in a historical perspective. Turner (1948) examines Gullah, the creole language spoken off the coast of South Carolina. McDavid and McDavid (1951) attempt to identify the different influences on the speech of blacks. Both of these articles represent some of the early attempts to bring out the problems of dealing with black-white speech relations. When the issues were raised again in the middle 1960s, they were accompanied by such articles as Beryl Bailey’s examination of the black speech used in "The Cool World" in relation to the typological characteristics of the Caribbean creole language. The two articles written by Stewart further develop the hypothesis that black speech has developed from a creole origin. Dalby in his article postulates that varieties of Black English are evident in parts of the world today, and Black American English is but one of the varieties which fits into this continuum. Davis, on the other hand, questions the validity of the conclusions concerning a creole origin for black speech. Finally, Wolfram concludes that there are speech differences between white and black children, but that they are not significant enough to warrant calling Black English a "different language."(HOD)
usage, and the changing nature of our language. A number of changes in pronunciation, vocabulary, and syntax are currently taking place and are thus constantly creating new varieties of English.

(HOD)

ED 079 739
Pei, Mario
Double-Speak in America.
Pub Date 73
216 pages; Available from--Hawthorn Books, Inc., 260 Madison Avenue, New York, N.Y. 10016 ($6.95)
Document Not Available from EDRS.

"Weasel words"--newly minted phrases and words or novel interpretations of old words which may be "intentional slants, distortions, and outright coinages inspired by a purpose of profit, propaganda, or, at the very least, personal or institutional prestige" are exposed as they appear in the language of violence, dissent, the right, the left, the middle, the Pentagon, Madison Avenue, and academia. The popularity of catch-phrases, from such harmless offerings as "Try it, you'll like it" to more insidious, slanderous namecalling, such as "sexist," "racist," "Communist," "Middle American," and "liberal," are examined. By exploring the aesthetics, derivations, and present connotations of words, the author keeps tabs on our language as it develops, showing how every facet of our society resorts to double-talk.

(MF)

ED 079 744
Henderson, Stephen
Understanding the New Black Poetry: Black Speech and Black Music as Poetic References.
Pub Date 73
394 pages; Available from--William Morrow & Co., Inc., 105 Madison Avenue, New York, N.Y. 10016 ($9.95)
Document Not Available from EDRS.
Descriptors--Anthologies, Ballads, Diction, Figurative Language, Folk Culture, Music, Negro Achievement, Negro Culture, Negro Dialects, Negro Literature, Poetry.

Oral tradition, both rural and urban, forms an infrastructure for this anthology, which presents selections of black poetry with an emphasis on the poetry of the sixties. Based on the thesis that the new black poetry's main referents are black speech and black
music, the anthology includes examples from the oral tradition of folk sermon, spirituals, blues, ballad, and rap. An extensive introduction explores the many forms used by black poets, with comments on what is black in the poetry in terms not only of theme and fidelity to the black experience in America, but in terms of structure as well. Biographical notes on the contributing poets are appended to the anthology. (MF)

ED 079 785
Haney, Roger D.
Suggestions for Speech-Communication Research in Urban Settings.
Pub Date Dec 72
EDRS Price MF-$0.75, HC-$1.50

Communication problems within an urban society are those of communication from the people to the city, communication from the city government to the people, and interpersonal interaction among the people. Communication to the city from the people has often taken the form of protests, occasionally leading to riots. The interpersonal communicator from the city to the people is usually the policeman. The problem with interpersonal relationships among the people themselves involves differences in language usage, especially among low-income groups. There is great need for speech communication research in this area, especially in order to determine whether or not language training in the schools can help end the difficulties that urban people have in interacting on a personal basis. (RM)

ED 080 011
Kleederman, Frances
Black English: Two Viewpoints.
Pub Date 28 Apr 73
23 pages; Paper presented at the Symposium of the Association of New Jersey College and University Professors, Ocean County College, Toms River, New Jersey, April 28, 1973
EDRS Price MF-$0.75, HC-$1.50
Descriptors--Comparative Analysis, Contrastive Linguistics, Creoles, Cultural Background, Deep Structure, Diachronic Linguistics, Grammar, Language Development, Linguistic Theory, Literature Reviews, Negro Dialects, Nonstandard Dialects, Pidgins, Research Methodology, Social Dialects, Sociolinguistics, Surface Structure,
Synchronic Linguistics, Verbs.

This paper focuses on the two main schools of thought concerning the structure of Black English and its relationship to other dialects. One approach is that of the social dialectologists who claim that Black English shares features and origins of white non-standard Southern speech; the frequency with which specific features occur in actual speech constitutes the dialect differences. On the other side, the Creolists contend that Black English can be traced to pidgin and creole-based systems originating in coastal West African languages; the deep structural differences in Black English represent underlying vestiges of its West African origin. These two viewpoints are considered in their analysis of the verb system of Black English, specifically with respect to the verb "be" and to verb agreement and aspect. The social and educational implications of these theories are also discussed. (VM)
information concerning differences in folk, common, and cultivated speech. Chapters are divided by the historical context of Hoosier speech, the dialect areas of Indiana, some aspects of the speech of young informants, and some comments on the pronunciation of English in Indiana. Appended are several dialect maps of Indiana.

ED 081 253
Key, Mary Ritchie
Black English: A Selected Bibliography.
Pub Date [72]
24 pages
EDRS Price MF-$0.75, HC-$1.50

This bibliography lists approximately 200 books and articles on the subject of Black English for practical use by students interested in linguistic analysis and by educators. The listing is divided into seven sections: Linguistic Analysis--Linguistics and Culture; Lexicons, Word Lists, Glossaries; Vocabularies; Verbal Art; Nonverbal Communication; Gullah and the History of Black English; Education; and Curriculum. In her introductory remarks, the author describes her rationale for selection of materials; works presenting a negative attitude toward Black English have not been included.

ED 081 266
Krohn, Robert
Underlying Vowels in Modern English.
Hawaii Univ., Honolulu, Dept. of Linguistics
Pub Date Mar 72
EDRS Price MF-$0.75, HC-$1.85
Descriptors--Articulation (Speech), Descriptive Linguistics, Distinctive Features, English, Generative Grammar, Morphemes, Morphology (Languages), Morphophonemics, Phonemes, Phonological Units, Phonology, Physiology, Pronunciation, Structural Analysis, Syllables; Vocabulary, Vowels.
Identifiers--Chomsky(Noam), Halle(Morris).

This paper proposes a set of underlying vowels, alternate to those of Chomsky and Halle, to account for vowel alternations. This
phonetic representational system, which is to a degree an extension of Chomsky's and Halle's basic framework, is demonstrated in the Laxing Rule and the Vowel Alternation Rule for all vowel variables. An appendix contains a summary of rules; a bibliography of references is also included. Research was supported by a grant from the Office of Education, Department of Health, Education, and Welfare to PALI (Pacific and Asian Linguistics Institute) of the University of Hawaii.

ED 081 493
Ammon, Paul R.
Syntactic Elaboration in the Speech of Lower-Class Black and Middle-Class White Preschool Children.
Pub Date 1 Mar 73
EDRS Price MF-$0.75, HC-$1.50
Identifiers--Syntactic Elaborat...
concluded that this hypothesis is not empirically supported. (DP)

ED 081 866
Lawhon, Susan Harvin
The Comparison of One Teacher's Oral Language Assessment and a Panel of Experts' Oral Language Assessment of Ten Blacks.
Pub Date Aug 73
97 pages; Thesis, degree of Master of Education, Univ. of Texas at Austin, Texas, 1973
EDRS Price MF-$0.75, HC-$3.15
Identifiers--Gloria and David Beginning English Test

Numerous investigations of the relationship of oral language skills to the acquisition of reading show that the nonstandard language of the child accounts, at least in part, for classroom failure. Even a teacher who is well informed about the nature of nonstandard language and its relationship to reading and academic success requires a valid oral language test instrument to evaluate his students and plan accordingly. One test which has been used successfully with over 1,500 students from different cultural and ethnic background throughout the United States is the "Gloria and David Beginning English Test Six." This sentence repetition test has been found highly reliable for evaluating language in terms of language dominance (Standard English, Negro Nonstandard English, or Spanish); and Standard American English comprehension, production, phonology, inflections and syntax. The purpose of this study was to determine if 50 tapes are required to adequately train someone to use the test. The research design involved evaluating the oral language performance of ten black children at three different times and correlating these ratings with the mean ratings of 15 linguistic experts. Since the author of the test felt 50 tapes would be required to train one teacher, the study was constructed around this number. (Author/JM)

ED 082 196
Labov, William
Pub Date 72
412 pages; Available from--University of Pennsylvania Press Inc., 3933 Walnut Street, Philadelphia, Pa. 19104 ($6.95 paper)
Document Not Available from EDRS.

Reported here is the work of two linguists, William Labov and Paul Cohen, and of two black researchers who know the culture of the inner city, Clarence Robins and John Lewis. Together they explore certain aspects of Black English vernacular (BEV) and certain political and cultural aspects of the black community. Part 1 (chapters 1-4) deals with the grammar and the sound system of BEV, especially the area where the two systems interact. Part 2 (chapters 5-7) examines the vernacular in its social setting, looking directly at the relations between the social system and the vernacular culture. Part 3 (chapters 8-9) contains two studies of the vernacular culture itself with the institution of ritual insults and personal narrative.

ED 082 198
Unipacs: A Language Arts Curriculum Theory, Abstractions, Statements in Context, and Language Change; And Instructional Packets: Symbol-Referent, Denotation and Connotation, Appropriateness, Dialect, Occasion, and Form and Media.
Madison Public Schools, Wis.
Pub Date [72]
214 pages.
EDRS Price MF-$0.75, HC-$10.20
Identifiers--Elementary Secondary Education Act Title III, ESEA Title III

Based on the belief that the most appropriate focus of a language arts curriculum is the process and content of communication, these several unipacs (instructional packets) explore some essential elements of communication which should be incorporated into a curricular theory: (1) abstraction, which is the assertion that words may be classified as relatively abstract or concrete; (2) statements in context—reports, inferences, and judgments; (3) symbols (words) and referents; (4) denotative and connotative meaning; (5) the appropriateness of communication, which can affect the effectiveness of a message; (6) language change as a result of time, geography, and culture; (7) dialects, which show variation in pronunciation, vocabulary, and syntax; and (8) form and media--
form being the physical and literary framework in which a message appears and media representing the carrier of a message from sender to receiver. Activities and situations are presented in each instructional packet to help conceptualize the various communicative elements.  

ED 082 230
Reed, Carroll E.
Dialects of American English.
Pub Date 73
119 pages; Available from--The University of Massachusetts Press, Amherst, Mass. 01002 ($4.50 paper)
Document Not Available from EDRS.

Intended for use with students who have just become aware of dialect variations, this book addresses dialects of American English. Chapters include an introduction to dialect study, discussions of colonial English, Eastern settlement, Eastern words, Eastern pronunciation, Eastern grammar, the Westward movement, an analysis of sectional atlas studies (the Great Lakes area, the Upper Middle West, Texas, Colorado, northern and southern sections of other Rocky Mountain areas, California, and the Pacific Northwest), and the future of American dialect studies. Dialect maps and a selected bibliography on regional dialect variation are provided.

ED 082 554
DeVere, Louise A.
Non-Standard English in Norfolk City Schools.
Pub Date 6 Aug 71
145 pages; M.A. Thesis, Old Dominion University, Norfolk, Virginia.
EDRS Price MF-$0.75, HC-$6.60
Descriptors--Age Differences, American English, Educationally Disadvantaged, Ethnic Distribution, Language Research, Language Usage, Linguistic Patterns, Masters Theses, Morphology (Languages), Negro Dialects Nonstandard Dialects, Pronouns, Regional Dialects, Research Methodology, School Integration, Social Dialects, Social Distribution, Social Status, Syntax, Verbs.
Identifiers--Norfolk, Virginia.

It is the intent of this Master's Thesis to describe the nonstandard morphology and syntax of a representative sample of children in the Norfolk City schools. The description is organized according to the linguistic patterning of nonstandard English features and
their social and ethnic distribution. The speech of both white and Negro children is considered in the interest of clarifying the question of ethnic stratification of dialect features. The research methodology is described, and a discussion of isolated features follows; such features include the zero-copula, invariant "be," third person singular present tense verbs, past forms of the verb, negation, plural formation, pronouns, and questions. The study concludes with implications for future research and pedagogical considerations. The distribution patterns that emerge from the study indicate that most nonstandard features occur in Norfolk in the speech of whites as well as of Negroes. The dialect variations seem to be regional rather than social. The appendixes include the data collection forms and the dialect study questionnaire used in the research. (Author/VM)

ED 083 616
Shuy, Roger W. And Others
Sociolinguistic Factors in Speech Identification.
Spons. Agency--National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date 69
135 pages
EDRS Price MF-$0.75, HC-$6.60
Descriptors--Dialect Studies, Employer Attitudes, Employment Potential, Language Patterns, Language Role, Negro Dialects, Non-Standard Dialects, Pattern Recognition, Racial Factors, Racial Recognition, Socioeconomic Influences, Sociolinguistics.
Identifiers--Speech Identification.

The first of two experiments conducted in Detroit investigated the relationship between class and ethnic membership and identification of class and ethnicity; the role age and sex of respondent play in accuracy of speaker identification; and attitudes toward various socioethnic speech patterns. The second study was concerned with the attitudes of employers and potential employees toward various speech patterns. The evidence from the first study made it clear that in Detroit, regardless of the age, race, sex or socioeconomic status of the listener, Negro identity of taped speakers could be made accurately from a minimum of 74.4% to a maximum of 86.2% of the time. It was also significant that lower socioeconomic status was more accurately identified. The use of the semantic differential scale was also noted to compensate for the general inarticulateness of the public in evaluating speech. The second study indicated that employers do judge potential
employees on the basis of speech. As it relates to possible job opportunities, however, the employers consistently rated the speech as appropriate for lower level jobs than the actual employment level of the speaker. In addition, teenagers seemed to correlate the concept of "successful" and "acceptable" speech with opportunity. (HOD)

ED 083 628
Kernan, Claudia Mitchell
Language Behavior in a Black Urban Community. Monograph of the Language-Behavior Research Laboratory, No.2.
California Univ., Berkeley, Language and Behavior Research Lab.
Pub Date Feb 71
174 pages; Available from—Univ. of California Language-Behavior Research Laboratory, 2224 Piedmont Ave., Berkeley, Calif. 94720 ($3.50)
EDRS Price MF-$0.75, HC-$7.80

Based on research conducted in Oakland, California, between 1965 and 1967, this dissertation explores some aspects of language behavior in a black working-class community. Chapter 1 deals with selected features of the code which serve to differentiate the speech community from others and compares the findings of the present study with those of researchers in other geographical areas. In chapter 2, the folk labels for some phonological, grammatical, and lexical variants are discussed in conjunction with attitudes toward these variants. Chapter 3 deals with the ethnographic description of several speech acts: signifying, marking, and loud-talking. Conclusions are then provided, references are cited, and the distribution of finite forms of "be" in a speech sample and samples of Black English sentences edited by four teenage native speakers are appended. (Author/HOD)

ED 083 655
Davis, France A.
Black English: A Community Language.
Pub Date Nov 73
12 pages; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (November 19-21, 1973)
EDRS Price MF-$0.75, HC-$1.50
Descriptors--African American Studies, Biculturalism, Communication (Thought Transfer), Cross Cultural Studies, Cultural Inter-

Identifiers--Afro American Communication.

Black English, the particular variation of the English language used by many American Negroes, is frequently condemned as inferior to standard English by arbiters of language usage, but many Negroes find the structures and style of black English satisfactory for their communication needs. Black English is the result of a complex, developmental history, emerging from the primarily verbal intercommunication prevalent in the early culture of English-speaking Negroes. Because of its history and its usefulness, black English has earned a legitimate place in the American culture and educational system. The author argues that since black English is the usage most frequently practiced by the largest racial minority group in the United States and since it has a consistent linguistic structure, such language usage can no longer be ignored in academic studies of American language or in the curricula of American schools.

ED 084 516
Yesulaitis, Mary Patricia Cronin
Procedures for Developing Oral Language Facility in Children Pre-K through Grade Three: A National Survey
Pub Date 72
157 pages; Ph.D. Dissertation, University of North Carolina at Chapel Hill; Available from--University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-16,536, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.

The purpose of this study was to make and compare recommendations for developing oral language facility in children pre-K through grade three. Three sources were investigated: selected writers in the field of reading, curricula sent by 32 State Departments of Education, and pertinent ERIC materials. Recommendations dealt with education in general, the needs of the child, the role of adults, actual procedures, and methods of evaluation. The following conclusions were reached in the three source areas: children should begin formal training in oral language earlier, classrooms should be arranged flexibly to permit a maximum of speech activi-
ties, and instruction should be individualized. Oral language training should be an integral part of all school subjects. The child is dependent on parents, teachers, and other adults for models of speech, for information, and to help expand his knowledge and use of language. The teacher must be a model of standard dialect for the child, and before the teacher can teach the child standard dialect, he must understand the child's home dialect. Criteria for judging oral performance in the classroom should be established cooperatively by the teacher and the children.

(Author/RB)

ED 084 523
Nash, Walter
Our Experience of Language.
Pub Date 71
222 pages; Available from--St. Martin's Press, 175 Fifth Ave., New York, N.Y. 10010 ($6.95)
Document Not Available from EDRS.

Concerned with language as a form of social experience, this book considers language, English in particular, as an element in the pattern of daily life, as a form of contract between individuals and society, as the object and instrument of social judgments, as a historical testament to the continuity of human culture, and as the medium of literary art. Chapters include discussions of how language and the social environment are governed by conventions of usage; factors governing communication between persons; the game-resembling quality of interlocutory language; how an individual must learn in his language-behavior to make concord between self-assertion and what the community demands of him; how language provokes the classifying judgments and prejudices that are called forth by any other form of social behavior but with peculiar immediacy and force, language growth and language change; and literary language--the ways in which written language can be used for utilitarian ends or for pleasure. The book concludes with a chapter on our experience of language. Appendixes provide a list of phonetic symbols and terminology, specimens of English (1014-1970), and a select bibliography.

(HOD)

ED 084 599
Heinberg, Paul
Interpersonal Learning Systems for National Speech-Communication.
Pub Date 73
A consensus has prevailed among educators that Americans of varying ethnic, social, cultural, and linguistic backgrounds who must communicate with each other in social, academic, and occupational situations might achieve a greater degree of rapport if the dialect of the English mutually spoken and the speech mannerisms used were standardized. Standard English was developed to set a norm for the general "language" characteristics. A command of Standard English implies a person's "linguistic competence." The National Speech Communication Learning System was established by the University of Hawaii to enable students with Pidgin speech to become more effective in Standard English. The strategy began with criterion reliability and validity and emerged into a six-system scheme of professor and student tutoring. Over 2,000 students participated in the project, and some modification of nonstandard speech behavior was achieved.

This study examined whether dialect background interferes with the comprehension of school material due to structural and phonological differences and whether reading or listening is a more efficient
mode for presentation of school material. The population of 304 black male adolescents was randomly assigned to four groups, and seven passages of school-related material were presented to each group in one of four methods: read in standard English, read in Negro dialect printed in standard English orthography, listen in standard English, and listen in Negro dialect. Multiple-choice questions in standard English form were asked all groups, in print for the two reading groups, and orally with the answers also presented in print for the two listening groups. No significant difference in comprehension performance was found between the dialect and standard English groups or between the reading and listening groups. Implications for further research include the need for dialect studies in expressive English and with younger children and the need for questioning the legitimacy of testing older dialect speakers in standard English. (Author/TO)

ED 085 691
Peskin, Marietta Esposito
Interaction of Dialect, SES, Ethnicity upon Listening and Reading Comprehension of Fifth Graders.
Pub Date May 73
137 pages; Ed.D. Dissertation, Graduate School of Education, Rutgers University, The State University of New Jersey.
EDRS Price MF-$0.75, HC-$6.60
Descriptors--Cultural Background, Grade 5, Listening, Negro Youth, Nonstandard Dialects, Psycholinguistics, Reading Comprehension, Reading Instruction, Reading Research, Socioeconomic Status, Sociolinguistics, Standard Spoken Usage, Teaching Methods.

Conformity to Standard English, ethnic background, socioeconomic status (SES), and modes of presentation were investigated to determine the influence of these four factors on reading comprehension among fifth graders. Homogeneous groups within four experimental categories were formulated: middle SES white students, low SES white students, middle SES black students, and low SES black students. Two experimental treatments, aural-oral (A-O) and visual-reading (V-R), were involved. Findings indicated that (1) the comprehension of children whose speaking patterns conform to Standard English was significantly greater than that of children speaking a dialect, regardless of treatment; (2) the comprehension of middle SES children was significantly greater than that of low SES children when tasks were expressed in Standard English; (3) the comprehension of white children was not significantly greater than that of black children when tasks were presented in either the A-O mode or combined A-O and V-R modes; (4) comprehension of white children was greater when the directed tasks expressed in
Standard English were presented in the V-R mode; and (5) the sub-
jects more readily understood materials presented in the A-O mode
than materials presented in the V-R mode. (Author/HOD)

ED 085 766
Martin, Charles B. Rulon, Curt M.
The English Language: Yesterday and Today.
Pub Date 73
260 pages; Available from--Allyn & Bacon, Inc., 470 Atlantic Ave.,
Boston, Mass. 02210 ($8.95)
Document Not Available from EDRS.
Descriptors--American English, Diachronic Linguistics, Grammar,
Higher Education, Language Universals, Language Usage, Linguistic
Patterns, Phonology, Standard Spoken Usage, Synchronic Linguistics,
Syntax, Transformation Generative Grammar.

This book is a selected distillation of linguistic scholarship which
describes from both a historical (diachronic) and a contemporary
(synchronic) viewpoint that conglomerate set of dialects and idio-
lects called English. The emphasis is on contemporary American
English. But foreign language examples are also given in an
attempt to demonstrate the universality of some of the linguistic
descriptions and to show some features which many modern languages
have in common. Besides introducing the reader to certain basic
principles of language study, this book is designed to give a
quick overview of the history of our language and a short resume
of the history of grammar. Chapters include: "The Nature of Lan-
guage," "The English Language; Yesterday," "Grammar Study; Then
and Now," "English Grammar Today; A Transformation-Generative
Approach," "English Phonology Today; A Feature Approach," "Dialec-
tal Variations in Today's English," "Usage and Lexicography; Yes-
terday and Today," and "Implications for Teachers." A table of
special symbols and an index conclude the book. (RB)

ED 085 801
Hopper, Robert
Is Deprivation Linguistic? Suggested Changes for Teacher Training
Programs Concerned with Black English.
Pub Date Nov 73
9 pages; Paper presented at the Annual Meeting of the Speech
Communication Association (59th, New York City, November 8-11,1973)
EDRS Price MF-$0.75, HC-$1.50
Descriptors--Communication (Thought Transfer), Communication Skills,
Language Research, Language Usage, Linguistics, Negro Dialects,
Nonstandard Dialects, Social Dialects, Socioeconomic Influences,
Sociolinguistics, Speech Instruction, Speech Skills, Teacher Educ-
The approach to the study of black English usage that is based on a theory of linguistic differences between blacks and whites is inadequate, because it ignores the socioeconomic aspects of dialects. It does not resolve the problems that exist in schools for students who use black English regularly. The issue is made more complex since linguists disagree about the nature of strategies of instruction most suitable for those speakers. Teacher training programs should be based on a "social-contextual" approach to communication. Students should be taught to be eloquent in varied communication situations. Further, all speakers of English, in spite of wide varieties of dialect, share a basic common written language, and linguistic differences are a result of social and cultural differences in all segments of English-speaking societies. Teachers should seek understanding of the various backgrounds and value systems that form the contexts of individual communication situations.

ED 086 018
Mizelle, Richard M.
The Effects of Dual Information Processing of Standard and Nonstandard English in Nonstandard Speakers.
Pub Date [71]
11 pages
EDRS Price MF-$0.75, HC-$1.50

The effect of processing information in standard and nonstandard English was investigated using an equivalent standard and nonstandard English passage as the stimulus. Eight literal and eight inferential questions derived from the passage were used as the index of comprehension. Two hundred Black students were randomly assigned by class to one of the eight treatment conditions. The experimenter was also Black. The design called for 25 subjects per cell. The conditions were: printed SS,SN,NS,NN, and auditory SS,SN,NS,NN (S=standard, N=nonstandard). An analysis of variance within groups with certain planned comparisons was carried out. A linear trend was also applied to the data. The results revealed four out of ten planned comparisons to be significant. The NN
printed condition facilitated learning more than any other condi-
tion. The NN condition collapsed across sensory modes (printed and
auditory) was found to facilitate retention more than any other
collapsed combination. (Author)

ED 086 034
Easley, David E.
The Case for the Standard Language.
Pub Date 11 May 73
11 pages; Paper presented at the Annual Convention of Teachers of
English to Speakers of Other Languages (7th, San Juan, P.R., May 11,
1973)
EDRS Price MF-$0.75, HC-$1.50
Descriptors--American English, Dialects, Discriminatory Attitudes
(Social), Educational Discrimination, Educational Strategies,
English, English Curriculum, English Education, English Instruction,
English Programs, Language Instruction, Language Standardization,
Language Styles, Language Usage, Nonstandard Dialects, Oral English,
Regional Dialects, Social Dialects, Standard Spoken Usage.

This paper discusses the controversy over nonstandard dialects as
opposed to the standard language in the teaching of English and
makes a case for maintaining a commitment to Standard English.
The primary function of standard English is to provide a means by
which members of English-speaking society can communicate with each
other. It is essentially a complex set of rules, much like the
rules of baseball or chess and abandoning the rules or stretching
them too far can result in a total breakdown of the game. That
the rules of standard English are an arbitrary set of intrinsically
no better than those of nonstandard dialects in no way detracts
from their immeasurable value as the agreed-upon rules. To some
extent, the drive for social justice depends on certain kinds of
education, and teaching the facts about languages and dialects may
help to dispel one kind of prejudice. The school, however, must
also continue to teach students to read and write the standard
language, not as the language of the rich or powerful, but as the
language of educated English speakers. (Author/HW)

ED 086 949
Cullinan, Bernice E., Ed.
Black Dialects & Reading.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
National Council of Teachers of English, Urbana, Ill.
Pub Date Jan 74
Contract--NEC-0-72-4636
This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction. Part 1 focuses on the issues in teaching black children to read and provides the teacher with an orientation to some of the specific problems in the field such as the question of the existence and nature of black dialects, whether black English speakers should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnostic tools are described in part 2 so that the teacher can identify the language base on which to build individual programs. Articles in part 3 suggest classroom strategies for teaching oral standard English to nonstandard speakers. Part 4 provides materials which guide teachers in assisting dialect speakers in their special problems with correspondence between spoken forms and written symbols in beginning reading. Part 5 contains the edited transcripts of the proceedings from a conference which provide a framework for understanding the questions that black English raises in the teaching of reading. Two special resources for teachers, including an annotated bibliography of materials on language, dialects, and reading, comprise part 6. (HOD)

ED 086 966
Knapp, Margaret O.
Awareness of Black Dialects by First- and Fifth-Graders as Related to Race, Socioeconomic Status, and Sex.
Pub Date Jan 74
187 pages; D.Ed. Dissertation, Rutgers University, The State University of New Jersey.
EDRS Price MF-$0.75, HC-$9.00

The purpose of this study was to examine the relationship between age, ethnic group, socioeconomic status, and sex, and the develop-
ment of an awareness of the social and racial significance of language dialects. Eighty children from first and fifth grades served as subjects. The subjects were presented with four tasks: (1) a discrimination task of their ability to hear minimal differences in paired sentences, one having Standard English features, the other Black English features; (2) an identification task as to whether a sentence in Black English or Standard English had been stated properly or improperly from a teacher's point of view; (3) an identification task indicating the race of the speaker of Standard English or Black English; and (4) an identification task that required the subjects to identify a speaker according to social class. An analysis of variance was performed for each task. The results indicated that awareness of the social and racial significance of dialect does increase from first to fifth grade, the differences between black students and white students in the identification of Standard English forms was not significant, and no social or sex differences were found for any of the four tasks.

ED 086 991
Laird, Charlton
You and Your Language.
Pub Date 73
182 pages; Available from--Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($6.95 cloth, $2.45 paper).
Document Not Available from EDRS.

The structure, complexity, and peculiarities of the English language are examined in this book, which begins with a discussion of the nature of language. Chapters are devoted to (1) naming--"Language as Answer to a Need"; (2) grammar--"Language as Economy"; (3) words--"Language as the Finding of Minds"; (4) etymology--"Language to Stretch Brains With"; (5) application--"Language to Stretch Brains With"; (6) borrowing and affixing--"Language to Work With"; (7) language learning--"Language to Play With, Including Slang"; (8) dialects--"Language Working in Its Own Way"; (9) usage--"Language as Fashion"; (10) writing--"Language, the Mother of Tools"; (11) literature, rhetoric, learning, professions, and business--"Language as Growth"; (12) the Whorfian hypothesis--"Language as God"; and (13) "Language and the Future."
This booklet comments on the second dialect teaching situation with special emphasis given to the role of the native dialect, the definition of the standard dialect, special factors affecting the pupil, teaching methodology, and teacher training. The first section examines dialects associated with the influence of a specific foreign language, pidgin or creole, and social or regional substandard varieties of English with particular emphasis on the latter and its pedagogical implications. The second section discusses the definition of standard English, and the third section focuses on special considerations concerning the learning situation of the pupil, that is, integrative versus instrumental motivation and differences between the theories of cultural deprivation and cultural differences. Teaching methodology, especially foreign language teaching, is discussed in section four. Finally, teacher training recommendations stressing the need for teachers to possess an attitude which recognizes that substandard dialects are regular systems of communication in their own right are discussed in the last section.

(HOD)
Vocabulary.

Identifiers--Show Business.

This dictionary of the language of show biz provides the layman with definitions and essays on terms and expressions often used in show business. The overall pattern of selection was intended to be more rather than less inclusive, though radio, television, and film terms were deliberately omitted. Lengthy explanations are sometimes used to express nuances of a word or phrase. Terms which have a number of different definitions, each of equal validity, are also included. Contributing editors include Alan Alda, Claudia Cassidy, Alvin Deutsch, Irvin Feld, Lewis Funke, Sheldon Harnick, Vance Johnson, F. Beverly Kelley, John Kenley, Philip Lang, Jerome Lawrence, Robert Lee, Harold Minsky, Ben Pearson, David Rogers, Harvey Sabinson, Jack Schlissel, Richard Seff, Sammy Smith, and Sam Zolotow. A form for contributing remarks or comments is provided at the end of the dictionary.

ED 088 285
Lewis, Brian A.
On the German Language in America.
Pub Date Oct 72
EDRS Price MF-$0.75, HC-$1.50
Descriptors--Dialect Studies, German, Immigrants, Indo European Languages, Native Speakers, Sociolinguistics.
Identifiers--New Glarus, Wisconsin

Sociolinguistic patterns among German immigrants to the United States of America are examined in this paper. Earlier studies in this area, including Wolfgang Viereck's work published in "Orbis" in 1967 and 1968, are examined. Through an analysis of the immigration patterns of the citizens of Glarus, Switzerland, in 1845 to New Glarus, Wisconsin, the author reveals reasons for the decline in community interest in maintaining the Swiss German dialect of the original settlers as the mother tongue.

ED 088 619
Ryan, Ellen Bouchard Carranza, Miguel A.
A Methodological Approach to the Study of Evaluative Reactions of Adolescents Toward Speakers of Different Language Varieties.
Pub Date Apr 74
EDRS Price MF-$0.75, HC-$1.50
Descriptors--Adolescents, American English, Anglo Americans, Auditory Perception, Bilingualism, Cultural Background, English (Second Language), Mexican Americans, Oral Expression, Phonemics, Pronunciation, Role Perception, Spanish Speaking.

Summarizing recent research on evaluative reactions toward Mexican American speech varieties, the paper obtained contrasting evaluative reactions for standard English versus standard Spanish, for standard English versus highly accented English, and for varying degrees of accented English. Anglo and Mexican American adolescents from a Chicago high school rated the personalities of 16 speakers representing 4 "context x language" categories: English-Home, Spanish-Home, English-School, and Spanish-School. For both groups, there was a definite preference for English in school, and slight preference for Spanish in the home. The important effect of the contextual domain on evaluative reactions toward English and Spanish speakers suggested that the subject takes into account the appropriateness of the speaker's behavior as well as his ethnicity. In eliciting reactions toward standard and accented English, standard speakers received more favorable reactions in every case. The relationship between the amount of accentedness heard and the attributed characteristics of the speaker was also investigated. High correlations between accentedness rating and each of the other ratings indicated that small increments in accentedness are associated with gradually less favorable impressions of the speaker. Overall, the investigations established the effects of context and degree of accent, indicating that group membership is only one factor underlying the reactions. It was also noted that, since the studies were conducted solely in the Chicago area, they revealed only one dimension of the Mexican American adolescent experience.

ED 088 987
Kincaid, J. Peter Thomas, Georgelle
Use of the "Peer-Prepared" Method of Producing Dialect Readers for Blacks.
Pub Date Apr 73
41 pages; Paper presented at the Southeastern Psychological Association Meeting, New Orleans, La., April 1973; See ED 068 814 for related report.
EDRS Price MF-$0.75, HC-$1.85
Two groups of blacks, adults and teenagers, served as the focus of this study. The "peer-prepared" method was used to produce dialect reading material for both groups. Both black teenagers and adults contributed stories by tape recording stories of an informal nature. The stories contributed by the black adults were edited and locally published in a booklet entitled "Big Red and Other Adult Stories." The stories in the booklet were rated by both reading teachers and peers of the group that contributed the stories. Both groups found the stories interesting and authentic.

Black students enrolled in a junior high school Educable Mentally Retarded (EMR) class contributed other stories; these were rewritten in Standard English, in addition to the initial Black English version. This production of parallel versions of the same story in Black and Standard English is held to prove valuable in the teaching of reading to beginning reading students who speak black dialect. All of the stories were graded using a readability formula, the Automated Readability Index. [The reading materials booklet entitled "Big Red and Other Adult Stories" is appended to this document.] (Author/RJ)

ED 089 219
Daniels, Harvey Atwood
Bi-Dialectalism: A Policy Analysis.
Pub Date 73
163 pages; Ph.D. Dissertation, Northwestern University; Available from--University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,569, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Identifiers--Bidialectalism.

The purpose of this study is to examine bidialectalism as an educational policy. The study is in two major sections: the first portion is concerned with the problems inherent in the policy process itself, with those aspects of educational decision-making which combine to make reasonable policy outcomes difficult to achieve; the second section reviews in detail the development of bidialectal language arts policies, studying not so much their success or failure as their value content. The study found that there is no clearly demonstrated need for the students in
question to learn standard English; the costs of all bidialectal programs thus far designed are too high; important data about language differences and useful alternative policies have been overlooked; early trials offer little hope for successful dual-dialect teaching; bidialectal programs may harm the self-concept and group identification of students; and such programs run counter to the best interests of society at large. Alternative policy proposals are suggested for building a more realistic and ethically sound language arts curriculum for minority students. (Author/RB)

ED 089 267
Fox, Robert P., Ed.
Essays on Teaching English as a Second Language and as a Second Dialect.
National Council of Teachers of English, Urbana, Ill.
Pub Date 73
118 pages; Available from--National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 12275, $2.50 non-member, $2.25 member)
EDRS Price MF-$0.75, HC-$5.40 PLUS POSTAGE
Descriptors--Biculturalism, Bilingual Education, Bilingualism, Early Childhood Education, English (Second Language), Language Development, Non English Speaking, Second Language Learning, Teacher Attitudes, Teaching Methods, Tenl.

ED 089 278
Love, Theresa R.
The Southern Illinois University at Edwardsville Protocol Materials Development Project.
Pub Date Nov 73
11 pages; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75, HC-$1.50 Plus Postage

The results of a project which investigated the speech of black respondents enrolled in the intermediate grades are described. From the data, materials and audio tapes were developed that could be used in helping preservice and inservice teachers identify morphological and syntactic features of black dialect. The concepts used in developing the materials were that (1) enough people speak black dialect to give credence to the thesis that they comprise a separate and distinct speech community; (2) there is systematic variety in the kind of English which these persons speak; and (3) black dialect speakers frequently alternate between general academic English practices and those of the variant dialect. Thirteen speech features were studied, including the omission of "s" to indicate the third person singular, the formation of the past and perfect tense of verbs, zero copula, auxiliary "be," negative "be", formation of the plurals of nouns, formation of the possessive case of nouns, the pronominal appositive, variant forms of pronouns, the existential "it," multiple negation, overinflection, and inverted word order in indirect questions. (HOD)

ED 089 284
Wright, Richard
Language Diversity in the Black Community: A Different Perspective.
Pub Date Nov 73
12 pages; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75, HC-$1.50 Plus Postage
Recently much linguistic research has been amassed on black language. With rare exceptions, this linguistic research has been directed to the lower working-class members of the black community. The language of blacks who are not lower class, on the other hand, has been summarily ignored, resulting in the middle-class black protest against the popularization and romanticization of ghetto varieties of English. The neglect of black varieties of English spoken by middle-class blacks has served to promote a negative stereotypical notion of black speech no different from linguistic stereotypes of former days. There is testimony that standard speech is no new arrival to the black community. What most linguists have failed to realize is the new dynamic within the black revolution which encourages an appreciation of divergent forms of black behavior for no other reason than the fact that it is black. The concept of a black standard or, more correctly, black standards for English is a new concept which requires elaboration and refinement. (HOD)

ED 089 293
Gershuny, Henny Lee
Sexist Semantics: An Investigation of Masculine and Feminine Nouns and Pronouns in Dictionary Sentences That Illustrate Word Usage as a Reflection of Sex-Role.
Pub Date 73
139 pages; Ph.D. Dissertation, New York University; Available from--University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,067, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.

This study was conducted in order to determine the extent to which the choice of pronoun and noun gender stereotyped sex-role in illustrative sentences of the most recent unabridged dictionary, "The Random House Dictionary of the English Language" (1966). The author systematically sampled 2,028 sentences, each containing at least one gender word, from half of the volume and described them according to the following criteria: (1) the total number of sentences using either masculine or feminine pronouns and nouns either singly or in combination, (2) the grammatical function of gender words as either subject, object, or possessive in each sentence, and (3) the sex-role stereotype assigned to masculine and feminine words in each illustrative sentence. It was discovered that sentences with solely male gender words outnumbered sentences with solely feminine words by 3 to 1. The content of each sentence was analyzed using categories of stereotyped masculinity and fem-
inity to determine the role of the gender words. Both male and female sex-roles were stereotyped, with a chi-square test of significance at the .001 level. 

ED 089 344
Nist, John
Handicapped English: The Language of the Socially Disadvantaged.
Pub Date 74
263 pages; Available from--Charles C. Thomas, Publisher, 301-27, East Lawrence Avenue, Springfield, Illinois 62717 ($12.95 cloth)
Document Not Available from EDRS.
Descriptors--American English, Cultural Factors, Disadvantaged Youth, Elementary Education, English Instruction, Language Usage, Minority Groups, Native Speakers, Nonstandard Dialects, Secondary Education.

This book deals with the isolation and alienation of native-language speaking minority groups resulting from the teaching strategies and procedures used in the public school system. Chapters include: "The Problem Defined," which states the problem of handicapped English and argues that it is a cultural rather than a psychological phenomenon; "The Child and His Language," which traces the language and growth of the child, both as a receiver-transmitter and as a conceptualizer; "Does 'Different' = 'Inferior'?" which analyzes in detail the three levels of social-class lects (acrolect, mesilect, basilect) in Modern American English; "Inadequate Segmentation of Reality," which studies the inadequate segmentation among speakers of the basilect and finds their language deficient in the semantic, designative, implicative, and pragmatic variables of Modern American English; "Inappropriate Image of Self and Linguistic Roles," which probes into deficiencies in message receiving which complicate appropriate linguistic role response; "Causes of Handicapped English," which pays particular attention to environmental rather than biological deprivations; and "Pretensions at Pedagogy," which offers conclusions aimed at public school educators.

ED 089 856
Schachter, Frances Fuchs And Others
Bank Street Coll. of Education, New York, N.Y.
Pub Date Aug 73
113 pages; Portions of this paper were presented at the biennial
EDRS Price MF-$0.75, HC-$5.40 Plus Postage

Three studies of preschool children's interpersonal speech usage were formulated in an attempt to understand this aspect of language development. First, a methodological study was designed to develop an instrument for assessing spontaneous interpersonal speech; second, a developmental study was aimed at identifying developmental changes in the pattern of spontaneous speech usage; and third, a sociolinguistic study was aimed at identifying differences in speech usage among advantaged and disadvantaged children. (SBT)

ED 090 560
Mayher, John Sawyer
Yes, Virginia, There Is a BEV [Black English Vernacular].
Pub Date Mar 74
11 pages; Paper presented at the Annual Conference on English Education (12th, Cleveland, March 28-30, 1974)
EDRS Price MF-$0.75, HC-$1.50 Plus Postage
Identifiers--Black English Vernacular.

Black English Vernacular (BEV) is spoken in more or less pure form by many, if not most, of the inner-city students attending college under plans like open enrollment. In cities, most blacks, Puerto Ricans, and many other non-native speakers speak or can speak a form of BEV. The prevalence of BEV in elementary and secondary schools of the inner city is even greater. BEV is a dialect of English which is infinite in scope and fully capable in principle of expressing anything which can be meant in any dialect in English. However, most English teachers neither speak BEV nor know anything about it. To negatively evaluate a paper written in BEV is to contradict the humanistic view of the value of each individual and the goal of English teaching as maximizing personal human growth—which is a position we cannot hold either politically or pedagogically. All teachers of reading and writing must make clear to their students the differences between written and spoken language using situations and the concomitant differ-
ences between written and spoken language conventions. This can and should be done for all speakers, for written and spoken English are different for all.

ED 090 609
Weitz, Shirley, Ed.
Nonverbal Communication: Readings with Commentary.
Pub Date 74
340 pages; Available from--Oxford University Press, 200 Madison Avenue, New York, N.Y. 10016 ($4.95 paper)
Document Not Available from EDRS.


ED 090 802
Shuy, Roger W.
Current Trends in Social Dialectology.
Pub Date Mar 74
39 pages
EDRS Price MF-$0.75, HC-Not Available from EDRS. Plus Postage

The formal study of social dialects has received increasing attention since about the middle of the sixties. In linguistics, the study of social dialectology has resulted in the clear demonstration of the importance of sociolinguistic variation in linguistic theory in contrast to the former preoccupation with linguistic universals. In education, the analysis of social dialects has contributed to the understanding of the dialects of the minorities, particularly in teaching oral usage, reading, and writing. Also,
the current concern with the unfairness of standardized testing is partially a result of the study of social dialects. In relation to other fields, dialect study has a great potential. In medicine, for example, doctors would have far better rapport with their patients from minority groups if they understood their dialects. Because descriptive studies are still lacking for many speech communities in America, the possibility of further investigation in social dialectology is insured for many years to come. (LG)

ED 091 654
Shanker, James Lee
The Attitudes of Black Teachers Toward the Use of Dialect Reading Materials for Beginning Reading Instruction.
Pub Date 73
143 pages; Ph.D. Dissertation, Michigan State University; Available from--University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6122, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors--Beginning Reading, Dialects, Dialect Studies, Doctoral Theses, Elementary Grades, Negro Teachers, Reading, Reading Instruction, Reading Materials, Reading Research.
Identifiers--Dialect Readers.

The purpose of this study was to examine the attitudes of a sample of black teachers toward the use of dialect reading materials for teaching beginning reading skills to black children. An interview-questionnaire method was used to gather data about the attitudes toward dialect-specific materials, using a sample of 90 black teachers in the Lansing Michigan Public School District. Eighty-four of the teachers responded to the survey. Black university students were trained to conduct the interviews, and the data were gathered in February 1973. The findings indicated that a majority of the teachers sampled were opposed to the use of dialect readers with no significant relationship between the teachers' opposition and their amount of education, the segregated or integrated nature of their precollege schooling, sex, grade level taught, or parental status. Additional findings were noted, including an apparent willingness among many of the subjects to experiment with dialect readers despite their expressed opposition to them. Primary grade teachers with relatively little teaching experience appeared most willing to test out these materials.

(Author/WR)
ED 091 692
Kinneavy, James L.
Can We Get Rid of Dialectal Discrimination in College Admission Tests?
Pub Date Apr 74
28 pages; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)
EDRS Price MF-$0.75, HC-$1.85 Plus Postage
Descriptors--College Admission, Cultural Background, Cultural Factors, Dialects, Ethnic Groups, Predictive Ability (Testing), Standardized Tests, Testing Problems.
This paper discusses college admissions tests and their tendency to discriminate against blacks and Chicanos. Evidence to support this thesis is presented from two perspectives—the level of reading difficulty of the tests and the restricted dialectal characteristic of the language used in the tests. The Scholastic Aptitude Test (SAT)-Verbal readability test results are discussed in relation to Chicanos and Southern non-metropolitan blacks. The dialectal features of admissions tests are discussed in terms of their range of verbal and discourse skills and the analytical skills involved in the SAT-Verbal are compared with a framework of basic discourse and semantic skills. Also presented are conclusions and recommendations which discuss validity, predictability, the college experience, and the job hiring situation. (WR)

ED 091 710
Clark, Thomas L.
A Handbook of Short Courses in Dialect Studies for K-12 Teachers.
American Dialect Society; National Council of Teachers of English, Champaign, Ill. Commission on the English Language.
Pub Date 74
33 pages; Available from—National Council of Teachers of English, 111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 99887, $1.00)
EDRS Price MF-$0.75, HC-$1.85 Plus Postage
Descriptors—Dialect Studies, English Instruction, Inservice Teacher Education, Language Role, Regional Dialects, Short Courses, Social Dialects, Teacher Workshops.

Too often the dialect of the teacher or the student, or both, creates interferences which hinder the educational process. By being aware of potential problems in pronunciation, lexicon, and syntax, the teacher can explain or avoid language interferences. Furthermore, the teacher can consciously help the student avoid pejorative connotations some dialects have for some people. This handbook,
designed to help teachers use workshops to disseminate information about regional and social dialects, is divided into four main parts. The first describes the purpose of the overall organization of the workshops. The second part contains the models, which are based on workshops that have been conducted, for the most part, in Clark County, Nevada, over a two-year period. The selected bibliography, the third part, is organized by collections and anthologies, books and monographs, dictionaries and reference works, recordings, and articles. The final part of the handbook is a directory of persons who have been supplied with lists of potential workshop leaders in their regions. (TO)

ED 091 923
Tarone, Elaine E.
Aspects of Intonation in Vernacular White and Black English Speech. Pub Date 72
267 pages; Ph.D. Dissertation, University of Washington
EDRS Price MF-$0.75, HC-$12.60 Plus Postage
Descriptors--Cultural Differences, Data Analysis, English, Intonation, Language Patterns, Language Role, Negro Dialects, Nonstandard Dialects, Phonology, Sentence Structure, Sociolinguistics, Spectrograms.

Intonation patterns of Black English were studied and compared with those occurring in White English and formal Black English. It was found that: (1) the Black English corpus was characterized by a wider pitch range, extending into higher pitch levels than either the White vernacular or the formal Black English of the adult information; (2) a falsetto register was used in Black English more often than either White English or formal Black English; and (3) more rising and level final contours were used in Black English, while White English and formal Black English used more falling final contours. This study provides evidence, never previously reported, of the use of intonation alone in Black English to serve a grammatical function of marking the dependent clause of a conditional sentence, without concomitant use of the lexical item "if". It is concluded that intonation cannot be studied apart from the social situation. The majority of the intonational characteristics found in the Black English corpus can be traced directly to systematic differences between black street culture and white "mainstream" culture, rather than to any systematic differences in phonology per se, and may be accounted for as resulting from different "social rules" for speech with black street culture. (Author/LG)
Teaching English to Speakers of Other Languages and Dialects is a complex task. However, there is a growing awareness of the similarities of the various types of English teaching, as well as a recognition of the need for communication among teachers. Well-designed TESL or TEFL curricula, regardless of the type of program, share certain objectives and principles which emphasize the need for integration of the student into the target language community through carefully designed linguistic and cultural instruction. The differences in the varying TESOLD programs can be summarized as follows: (1) ESL teachers of immigrants and residents deal with the problems of acculturation to the English environment; (2) bilingual teachers face the complex problems arising from an experimental method; (3) teachers of students with Black English dialects confront the problem of an ethnic identification that is threatened by language standardization; (4) ESL for transient foreign students deals with the need for partial acculturation for the accomplishment of immediate goals; and (5) adult education programs cope with complex problems due to the variety of students. In all these programs, the most important variable is the prepared teacher, whose enthusiasm and interest are the primary motivation for the students. (LG)
Descriptors--Effective Teaching, English Instruction, Instructional Improvement, Negro Dialects, Negro Students, Teacher Behavior, Urban Language, Urban Teaching.

The major purpose of this study was to investigate the effects of a teacher's instructional behavior on black high school students' learning of standard English grammatical features. The study also aimed (a) to identify the subjects' deviations from standard English and to select the most socially stigmatizing items, (b) to prepare and evaluate lessons dealing with those items, and (c) to identify and list those aspects of teacher behavior which contributed to the students' performance. The subject group consisted of 25 black male students of average ability from a large inner-city high school. The students were exposed to a 20-day treatment composed of lessons developed by the investigator. Students were tested four times during the study, and the data derived from these tests led to the conclusion that urban high school students can master standard English when the following conditions are met: (a) the teacher establishes a rapport with the students which puts students and teacher on the same side; (b) specific goals are set with the students' cooperation; (c) rules are agreed upon mutually; (d) subject matter contexts are based on topics of interest to the students; (e) the help of natural class leaders is enlisted; (f) the teacher exercises firmness with flexibility; (g) the students' attention is directed to a few surface features of the standard dialect; and (h) the teacher understands the students as individuals and as members of a cultural group. Because of the limited size of the study population, the conclusions must be considered tentative.

(HMD)