

# The Sociolinguistic Model in Speech and Language Pathology



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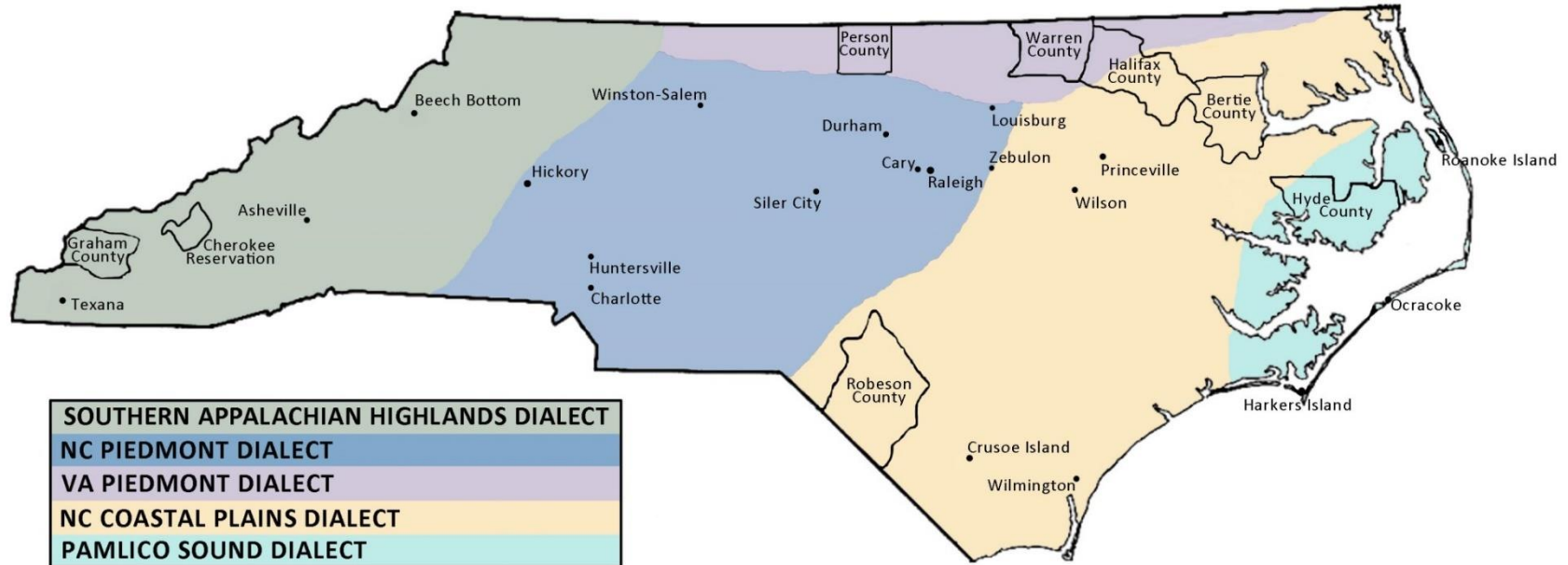
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**Western  
Carolina**  
UNIVERSITY

# Language Variation in North Carolina

## NORTH CAROLINA DIALECT AREAS

### & North Carolina Language and Life Project Field Sites



- Over 230 hours of transcribed audio;
- Over 2.3 million words of transcribed and time-stamped and linked to the audio

- Over 4,800 interviews
- Over 7,800 audio files
- Over 4,000 hours of audio

<https://slaap.chass.ncsu.edu/>

# The Sociolinguistic Model

- Understand the sociolinguistic model in SLP and education:
  - awareness, knowledge, application, and dissemination
- Identify the primary linguistic processes that result in vernacular dialect differences
- Explain different vernacular phonological and grammatical patterns in Appalachian and African American English
- Apply knowledge to assessment and remediation
- Participation in the dissemination of information about language differences and social justice

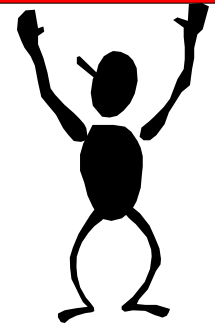
# The ASHA Paradigm

Enlightenment and Education

Application and Assessment

Detail and Description

Perspective and Policy



# Reactive Engagement

## ASHA Policy Statement

It is the position of the American-Speech-Language-Hearing Association (ASHA) that no dialectal variety of English is a disorder or pathological form of speech or language. Each social dialect is adequate as a functional and effective variety of English. Each serves a communication function as well as a social solidarity function. It maintains the communication network and the social construct of the community of speakers who use it. Furthermore, each is a symbolic representation of the historical, social, and cultural background of the speakers. (*Asha* 25(9) 1983:22-23)

# Would you help us with a survey?

**Student**

link: [https://ncsu.qualtrics.com/jfe/form/SV\\_0eMMMdmrOP3u31I](https://ncsu.qualtrics.com/jfe/form/SV_0eMMMdmrOP3u31I)

**Certified /working SLP**

link: [https://ncsu.qualtrics.com/jfe/form/SV\\_aY4JFspKgZUQhEy](https://ncsu.qualtrics.com/jfe/form/SV_aY4JFspKgZUQhEy)

# Implications of ASHA Position Statement on Dialects (*ASHA 1983*)

- Knowledge of particular dialect as a rule-governed linguistic system
- Knowledge of the phonological and grammatical features of the community dialects
- Knowledge of nondiscriminatory testing procedures

# ASHA (continued)

- Knowledge of contrastive analysis procedures
- Knowledge of the effects of attitudes toward dialects
- Thorough understanding and appreciation for the community and culture of the nonstandard speaker



# Levels of Diversity

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## **Phonological/phonetic**

-from phonological units to phonetic gradience

## **Morphological/syntactical**

-from agreement to concatenation

## **Lexical/semantic**

-from labeling to polysemy

## **Pragmatic/speech act**

-from speech acts to felicity conditions

## **Discourse**

-from markers to power

# Assumed knowledge, Ideology and Commonsense Knowledge



Non-mainstream dialects are ill-formed derivatives of Standard English, a “collection of errors”

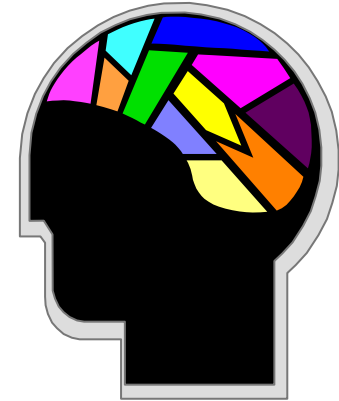


Dialects are highly patterned, intricate and systematic varieties of a language



# DIALECT PATTERNING

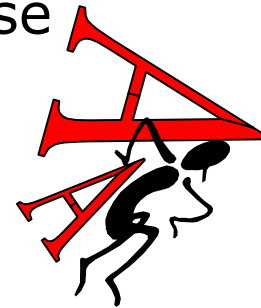
## The Regional Dimension



The Use of **A-**Prefixing in  
Appalachian English

## Sentence pairs for **A-** prefixing

- 1 a  Building is hard work  
b  She was building a house
- 2 a He likes hunting  
b  He went hunting
- 3 a  The child was charming the adults  
b  The child was very charming



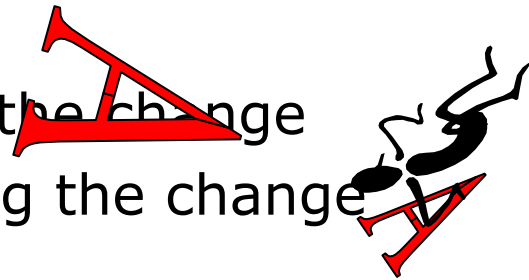
## List B:

### A Further Detail for A-prefixing

- 1 a \_\_\_ They make money by building houses  
b  They make money building houses
- 2 a  People can't make enough money fishing  
b \_\_\_ People can't make enough money from fishing
- 3 a \_\_\_ People destroy the beauty of the island through littering  
b  People destroy the beauty of the island littering

## List C: Yet a Further Detail for **A-** prefixing

- 1 a \_\_\_ She was discóvering a trail  
b ✓ She was fóllowing a trail
- 2 a \_\_\_ She was repéating the chant  
b ✓ She was hóllering the chant
- 3 a ✓ They were fíguring the change  
b \_\_\_ They were forgétting the change





# Dialect Patterning: An Iconic Urban Ethnic Pattern

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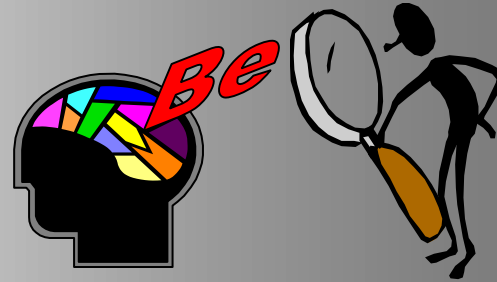
Patterning of *BE* in Urban  
African American English



Conversatin' with *be*

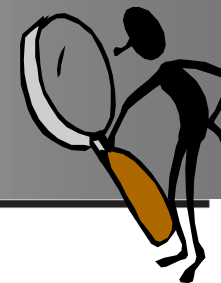


## Number of People Who Chose the Following:



- 1 a 32 They usually be tired when they  
come home  
b 3 They be tired right now
- 2 a 31 When we play basketball, she be on  
my team  
b 4 The girl in the picture be my sister
- 3 a 3 My ankle be broken from the fall  
b 32 Sometimes my ears be itching

# Number of People Who Chose the Following:



*African American (AAVE Speakers) responses, % correct (N = 38)*

*European American responses, % correct (N = 76)*

African Am.	Euro Am.	Sentence pairs	
92%	38%	25. _____	a. Sometimes his ears be itching. b. His ears be itching right now.
79%	41%	26. _____	a. Everytime I go there he busy. b. I think he be busy today.
82%	53%	27. _____	a. John be late for school today. b. Sometimes John be late for school.
79%	55%	28. _____	a. He be my partner when we play tennis. b. The woman in the picture be my mother.
87%	36%	29. _____	a. He be sleeping at the moment. b. Usually he be sleeping in the afternoon.

# Applying the Rule



Now that you understand the rule of **BE**, can you predict its use in the following sentences?

1.    **yes** The students always **be** talking in class.

2.    **No** The students don't **be** talking right now.

3.    **yes** Sometimes the teacher **be** early for class

# Attributes of Rules

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Language organization is science!

- Discoverable regularity
- Predictable
- Falsifiable
- Intuitive basis of rules—language intuition

“abstract patterns in science, mathematics, or language may be observable only by analysis”

Linguistic analysis is a type of scientific inquiry!

# Phonetic Tendencies

## Principles of Phonetic “Simplicity”

### stopping:

e.g. Vulnerability of interdental *th*, intervocalic stops (*t/d*), *dat*, ‘that’; *trow* ‘throw’

### labialization:

labial fricatives for interdental fricatives, constrained by syllable position

e.g. *tuf* ‘tooth’; *smoov* ‘smooth’

### weakening:

e.g. *butter*: stop to flap to glottal

nasalization of final nasal segments

# Independent Evidence for Simplicity

- Representation in the world's languages
  - More common is simpler (e.g. stops vs. sibilants)
- Language acquisition
  - Later acquired is more complex
  - (stops vs. interdental fricatives)
- Language contact/Interlanguage
  - Later acquired is more complex (e.g. negative concord before single negatives)

# Phonetic Tendencies (cont.)

## More simple simplicity?

### initial *h* loss:

e.g. *ain't* for *hain't*; *it* for *hit*

### initial unstressed *w* loss:

e.g. *young* 'un; *we* 'uz

### postvocalic *r, l* loss and vocalization:

e.g. *ca'* car (vocalization); *hep* 'help' (loss)

### unstressed *ng* fronting:

e.g. *swimmin'*; *nut'n* 'nothing'



# More Phonetic Tendencies

## Assimilation

**Assimilation**-Shared phonetic attributes from adjacent sounds (e.g. *s, z, /z* plurals; *t, d, /d* past tense)

**voiced fricative > stop assimilation**

e.g. *wadn't, doedn't, sebm, heabm*

So what about *sumpm* for 'something'?

**stop > sibilant (s-like) assimilation**

e.g. *le's go* 'let's go'; *das it* 'that's it', '*sup*

# Phonetic Tendencies

## Syllable processes

### Consonant cluster reduction

e.g. wes' en' 'west end'; col' ac' 'cold act'  
*mis' out* 'mist out'; *'miss' out* 'missed out'  
*--final stop, shared voicing, following sound*

### Unstressed syllable reduction

e.g. 'cause 'because'; 'mater 'tomato'; 'tater  
'potato; 'member 'remember'

### Final unstressed o(w) > r

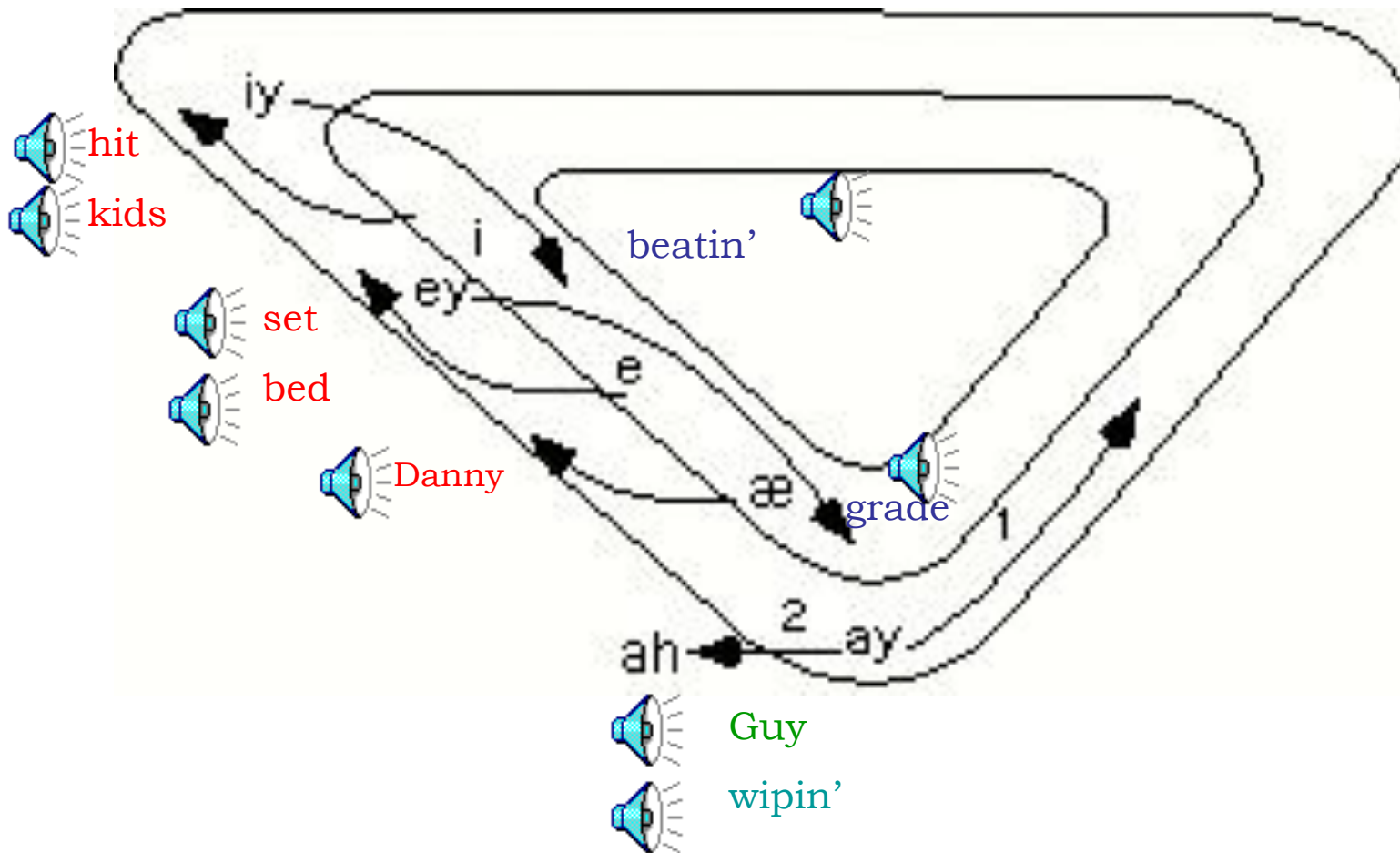
e.g. 'tater, yeller, holler 'hollow'



## Applying the Processes/Rules

1. This wasn't my best tower
2. The second one isn't better than the tenth
3. It's getting easier to follow at last
4. Play it once and then help me to the street
5. He breathed and slumped on the sofa

# Listen to the Southern Vowel Shift



# Dialect Confusion in College

# Vowel Mergers

## If a Vowel Doesn't Shift?

### Partial and Complete Mergers

*Don/Dawn, cot/caught* merger (*LOT* and *THOUGHT* vowel)

*field/filled* merger (*FLEECE* and *KIT* vowel)

*sale/sell* merger (*FACE* and *DRESS* vowel)

*pull/pool* merger (*FOOT* and *GOOSE*)

*Mary/merry/marry/Murray* (*TRAP, DRESS, STRUT* vowels)

*pin/pen* merger (*KIT* and *DRESS* vowel)

Following *nasals* and *liquids* (*r, l*) tend to promote mergers

# Grammatical Principles

## Principles and Tendencies

**e.g. Rule extension** (Negative concord)

*We ain't had no trouble with nobody*

**e.g. Analogy (majority and minority)**

box:boxes :: ox:oxes

ring/rang/rung :: bring/brang/brung

**e.g. Leveling**

3-rd -s absence

**e.g. Regularization**

*was/were* regularization

**e.g. Remorphologization**

e.g. second person plural. *Y'all, y'uns, youse*

# Transparency and Grammaticalization in Vernacular Dialects

## habitual *be*

e.g. *My ears be itching*

## avertive *liketa*

e.g. *I liketa died*

## completive *done*

e.g. *I done ate it all up*

## remote stressed *béen*

e.g. *Kim béen made the soup*

## double modals

e.g. *I might could go there*

## Intentional *fixin' ta/finna/*

e.g. *I'm fixin' ta/finna go soon*

### Grammaticalization

Lexical terms/constructions in certain linguistic contexts uniquely designate grammatical functions



# Principles of Negative Concord

*Negative concord/multiple negation/double negatives*

*We ain't never had no trouble with nobody, or nothing like that*

Positive

We have (some) trouble with somebody

Negative

We **NOT** have trouble with somebody (anybody)

*We don't have any trouble with anybody*

*Nobody knows the trouble I seen*

We have trouble with nobody (**NOT** anybody)

*We have trouble with nobody*

We have **NOT** (any) trouble with anybody

*We have no trouble with anybody*

Concord

We **NO** have **NO** trouble with **NO** anybody

*We don't have no trouble with nobody*

*Don't nobody have no trouble*

# Regularity in Irregular Verbs

Non-past

e.g. *go*

Type 1

*miss*

Type 2

*hear*

Type 3

**Past as participle**

e.g. *I had went down there.*

**Participle as past**

e.g. *He seen something out there.*

**Bare root as past form**

e.g. *She run up to him when she seen him.*

**Regularization**

e.g. *Kim knowed he would be late.*

**Different irregular form**

e.g. *I hearn something shut the door.*

Past

*went*

*missed*

*heard*

Participle

*gone*

*missed*

*heard*

# Applying Rules to Vernacular Sentences

## Grammatical or Ungrammatical in Vernacular

1. They don't be walking right now.
2. They aren't a-behaving right.
3. They ain't go no place yesterday.
4. I ready for school now.
5. I done forget them rules.
6. The cat was plumb purty.

## Following Vernacular Rules

1. Yesterday **they down** there and they got **plumb lost**
2. **They mother** **be taking** the **rabbit foot** this election day for **more better** luck than **y'uns** usually have.
3. They **asked could it be** more than **five mile** from the **peoples** that **done messed** up the moonshine.
4. **It's** some **folks stay to** Raleigh but they **don't think nothing** they have is **yourn.**

# Dialect Features

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Phonology:

# Mountain Talk



# Dialect Features

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## Phonology:

- n/ng ‘*Lookin*’ at it’
- Ungliding ‘out of line’
- Ungliding in like
- Ire/our syllable collapse
- Final schwa raising sody for *soda*
- Initial *th* deletion ‘*ere* for ‘there’
- Pre-L merger of BEET and BIT vowels (*cheely* for ‘chilly’)

# Dialect Features

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Grammar:



# Dialect Features

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## Grammar:

- Subject pro deletion: There's this *Jasper come* by here this morning
- Their plural –s Old people saysu you put it in a poke
- A-prefixing *We'd be a-waitin for them at the door; wind was a-blowin'*
- Object for demonstrative: *them days* for 'those days'
- Negative concord: *won't grow nothing'*

# Relative Pronoun Deletion: Subject and Object Slots

A  
L  
L  
D  
I  
A  
S  
O  
U  
T  
H  
E  
R

Pronoun Deletion in Embedded Clauses

*That's the boat I love*

OBJECT Position (all varieties of English)

That's **the boat** [I love **a boat**]

That's the boat **that** I love.

That's the boat [**∅**] I love

*That's the boat sailed down the river*

SUBJECT Position (Selected Southern Varieties)

That' **the boat** [**the boat** sailed down the river]

That's the boat **that** sailed down the river

That's the boat [**∅**] sailed down the S

# Andy Griffith Performs

<http://www.ourstate.com/andy-on-football/>



# Cherokee English



our sounds correctly.



# Marked Transcript phonology

- 52 S: And then I went home. And then I was watching, um, Wild Life, about animals.  
53 SLP: And which animal did you see?  
54 S: And a<sup>9</sup> elephant and a rhino was fighting. The elephant kicked the rhino down.  
55 And then it start grabbing its whole body with<sup>4</sup> its, with<sup>4</sup> its..  
56 SLP: Tusk, trunk.  
57 S: Yeah, thr<sup>10</sup>ow 'im but he couldn't get im up but it ran. And then it was this little  
58 dancing chickens, that do like this, like Indians, so they were jumping up and down  
59 doing a dance.  
60 SLP: Why?  
61 S: I 'on know.  
62 SLP: Were they mad at each other?  
63 S: No, they was dancing.  
64 SLP: They were happy. Did they have music? (makes sound of music)  
65 S: Yeah, with<sup>4</sup> they mouth<sup>4</sup>, they go uh uh uh uh and stuff. It was a whole lot of 'em  
66 doing it. And then the Indians 'll come out and do it with<sup>8</sup> them.  
67 SLP: And then the Indians would dance with the chickens. Wow!  
68 S: And then we saw a movie with, uh, lions, uh uh cheetah, and um gorillas on it,  
69 and they said a, a dog<sup>11</sup> bit the baby and it died.  
70 SLP: Bit a real baby?  
71 S: (Nods yes)  
72 SLP: Oh  
73 S: And then that man had anoth<sup>12</sup>er tiger, a po<sup>13</sup>lice came to the house and shot that  
74 one and they got anoth<sup>12</sup>er one.  
75 SLP: This is all on Wild Life?  
76 S: (nods)  
77 SLP: With the elephant and the rhinoceros? All this happened on Wild Life?  
78 S: (Nods)  
79 SLP: Wow  
80 S: And then another one came on about the, uh, white lions and stuff. Don't you  
81 know em white ones?  
82 SLP: White lions?  
83 S: Tigers I mean.  
84 SLP: White tigers. Tigers are orange with black stripes, thank you.  
85 S: No, they white too. Uh huh, They got white- they got white, then they got white, I  
86 mean, black str<sup>14</sup>ipes going down.  
87 SLP: That's a zebra.  
88 S: Um uhm, it's another one, that's a snow tiger.  
89 SLP: Oh, the snow tigers, oh, okay.  
90 S: And then that man had one. Then, we went to a black, a black panther. It  
91 wad<sup>15</sup>n't no black panth<sup>8</sup>er, it was something. black what you call em, I don't know.

# Marked Transcript Grammar

52 S: And then I went home. And then I was watching, um, Wild Life, about animals.  
53 SLP: And which animal did you see?  
54 S: And a elephant and a rhino was<sup>5</sup> fighting. The elephant kicked the rhino down.  
55 And then it start grabbing its whole body with its, with its..  
56 SLP: Tusk, trunk.  
57 S: Yeah, throw 'im but he couldn't get im up but it ran. And then it<sup>6</sup> was this little  
58 dancing chickens, that do like this, like Indians, so they were jumping up and down  
59 doing a dance.  
60 SLP: Why?  
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62 SLP: Were they mad at each other?  
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70 SLP: Bit a real baby?  
71 S: (Nods yes)  
72 SLP: Oh  
73 S: And then that man had another tiger, a police came to the house and shot that one  
74 and they got another one.  
75 SLP: This is all on Wild Life?  
76 S: (nods)  
77 SLP: With the elephant and the rhinoceros? All this happened on Wild Life?  
78 S: (Nods)  
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84 SLP: White tigers. Tigers are orange with black stripes, thank you.  
85 S: No, they<sup>7</sup> white too. Uh huh, They got white, then they got white, I mean, black  
86 stripes going down.  
87 SLP: That's a zebra.  
88 S: Um uhm, it's another one, that's a snow tiger.  
89 SLP: Oh, the snow tigers, oh, okay.  
90 S: And then that man had one. Then, we went to a black, a black panther. It wadn't  
91 no<sup>16</sup> black panther, it was something. black what you call em, I don't know.

# Phonology Checklist

- \_\_5\_ preceding a vowel or pause (*col' apple*)
- \_\_\_ intra-word (*tessing*)
- \_\_\_ /-Iz/ pluralization after sC (*tesses*)

## Special Clusters

- \_\_14\_ *str* ---> *skr* clusters (*skreet*)
- \_\_\_ lexical *aks* for *ask*
- \_\_\_ final *sp* ---> *ps* (*wasp* ---> *waps*)

## Medial and Final *th*

- \_\_8\_  $\theta$  ---> f labialization (*toof*)
- \_\_12\_  $\eth$  ---> v labialization (*smoov*)
- \_\_4\_  $\theta/\eth$  ---> t/d stopping (*with*)

## Initial *th*

- \_\_1\_ voiced stopping (*dis*)
- \_\_\_ voiceless stopping (*tink*)

## Fricative Stopping before Nasals

- \_\_\_  $\theta$  ---> t (*nothing* ---> *not'n*)
- \_\_15\_ z ---> d (*wasn't* ---> *wadn't*)
- \_\_\_ v ---> b (*seven* ---> *sebm*)

## *r* and *l* Vocalization

- \_\_2\_ postvocalic *r* loss (*hear* ---> *hea'*)
- \_\_\_ intervocalic *r* loss (*during* ---> *du'ing*)
- \_\_\_ *l* loss before labials (*help* ---> *he'p*)
- \_\_10\_ postconsonantal *r* loss before o/u (*throw* ---> *th'ow*)

## Nasals

- \_\_3\_  $\eta$  fronting (*swimming* ---> *swimmin'*) [over 50%]
- \_\_6\_ vowel nasalization (*man* ---> *ma'*)
- \_\_9\_ *a* article before a vowel (*a apple*)

## Vowels

- \_\_\_ *ay* vowel ungliding (*time* ---> *ta'm*)
- \_\_\_ *I/E* neutralization before nasals (*pen* ---> *pin*)
- \_\_11\_ centralizing of *og* (e.g. *dog* merges with *Doug*)
- \_\_\_ depalatalization of postconsonantal *y* (*comp[y]uter* ---> *comp[Ø]uter*)

## Syllable Structure/Prosodics

- \_\_13\_ stress shift (*police'* ---> *po'lice*)
- \_\_7\_ unstressed syllable deletion *re-*, *po-*, *to-*, *sus-* (*remember* ---> *'member*)



## Verbs

- \_\_\_ irregular verb change
  - \_\_\_ past as participle (e.g. *had went*)
  - \_\_\_ participle as past (e.g. *I seen*)
  - \_\_\_ regularized (e.g. *knowed*)
  - \_\_\_ bare root (e.g. *I come there yesterday*)
  - \_\_\_ different irregular (e.g. *brung*)
  - \_\_\_ 1 quotative *say* (*Yesterday she say, "I don't want it"*)
- \_11\_ habitual *be* (*They be messing up*)
- \_7\_ copula/Auxiliary Absence (e.g. *They ugly*)
  - \_\_\_ double marking *I'm* (e.g. *I'm is*)
  - \_\_\_ 2 *have* auxiliary reduction (e.g. *They been doing that*)
- \_\_\_ verb class shift (e.g. *We beat; There go the pencil*)
- \_\_\_ special auxiliaries (*been/done/liketa*/e.g. *They don't poseta go*)
- \_13\_ phonological tense reduction (e.g. *They mess up before*)
  - \_\_\_ tense double marking (e.g. *They liketeded*)
  - \_\_\_ verb agreement
- \_9\_ Third person singular absence (e.g. *She like her*)
  - \_\_\_ Non-third person *-s* (e.g. *We likes them*)
- \_5\_ *is/was* generalization (e.g. *We was there*)

## Adverbs and Adjectives

- \_\_\_ regularization (e.g. *beautifullest, badder*)
- \_\_\_ double marking (e.g. *more nicer*)
- \_\_\_ *-ly* absence (e.g. *She answered the question different*)

## Negation

- \_16\_ multiple negation (e.g. *They didn't do nothing*)
  - \_\_\_ negativized auxiliary (e.g. *Nobody didn't to it*)
  - \_\_\_ negative inversion (e.g. *Didn't nobody do it*)
- \_17\_ *ain't* (e.g. *He ain't go*)

## Nominals

- \_10\_ plural *-s* absence (e.g. *Two dog*)
  - \_\_\_ regularized plural (e.g. *two mans/mens*)
- \_4\_ possessive *-s* absence (e.g. *Jimmy hat*)
  - \_\_\_ regularized *mines* (e.g. *mines is nice*)
- \_12\_ regularized reflexives (e.g. *hissel, their/theyselves*)
- \_14\_ possessive *they* (e.g. *they house*)
- \_15\_ demonstrative *them* (e.g. *them dogs*)
- \_8\_ relative pronoun absence (e.g. *The man come down there is nice*)
- \_6\_ existential *they/it* (e.g. *It's a North Street in Baltimore*)

# Grammatical Checklist

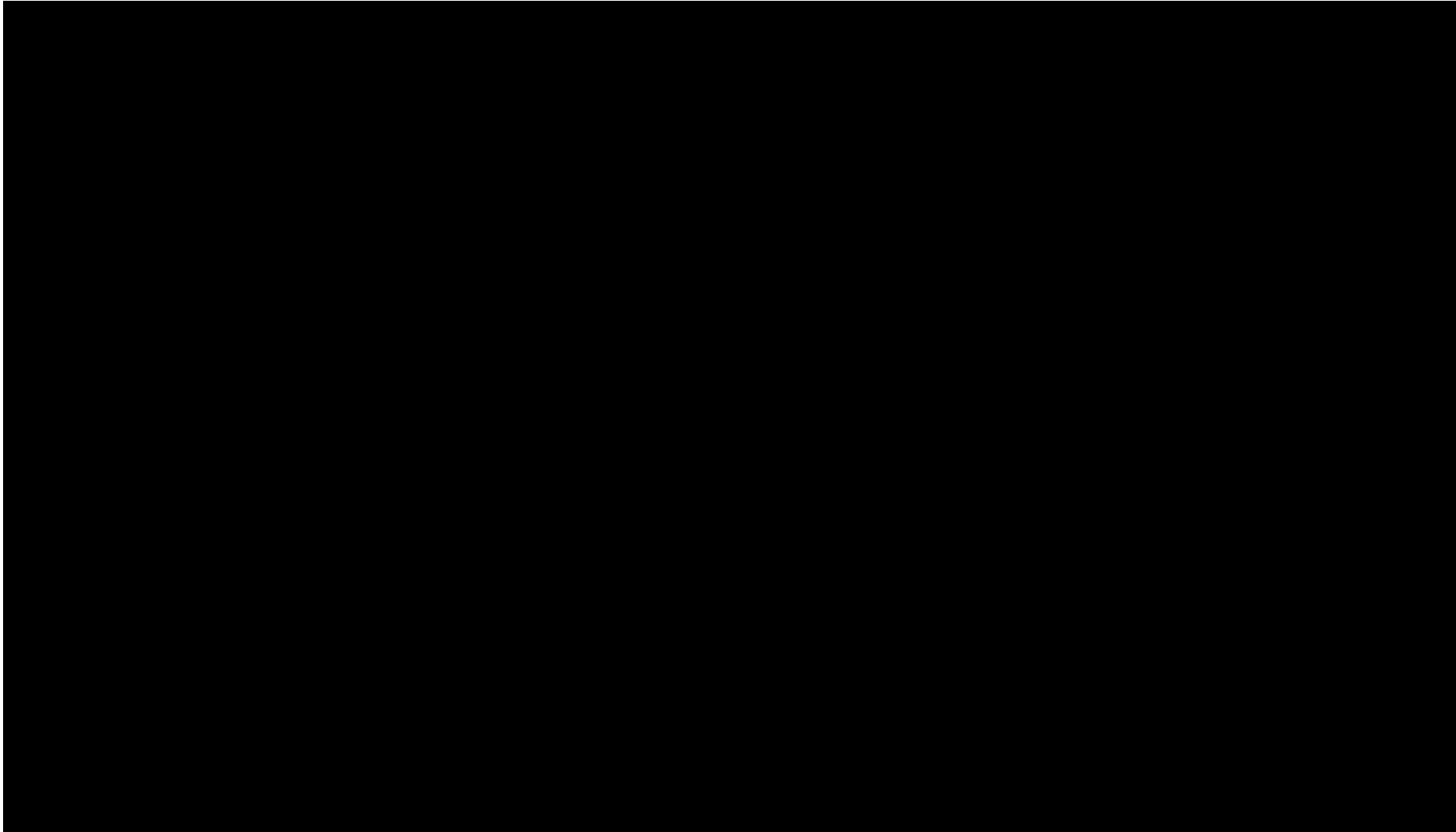
# Application to Assessment



## Questions for the Test Consumer

- Compare what the test claims to be testing in relation to what it actually tests.
- What kinds of assumptions about language underlie the test?
- What kinds of language-related tasks may be necessary to participate in the test?
- What demographic groups was the test normed on?
- How must the results be interpreted for speakers of different language varieties?

# Taking the CELF Test (disclosed version)



# Scored Answers

## ANSWERS TO EXERCISE: (Key)

Items given in italics are considered predictable dialect responses. These items are considered incorrect according to the standard guidelines for scoring but acceptable in the adjusted dialect scoring. Items marked (C) are considered correct according to the standard guidelines for scoring; items marked (I) are considered incorrect according to the standard guidelines.

1. more dogs (C)
2. cats (C)
3. *watch* (I)
4. Student: Mouth. (I)  
SLP: OK, what's in the mouth. Some  
Student: *Teef.* (C)
5. *foot* (I)
6. *man* (I)
7. Student: *Matt.* (I)
8. Student. her (C)

# Answers (Cont.2)

9. her (C)
10. him (C)
11. them (C)
12. his (C)
13. hers (C)
14. Student: Theirs. (C)  
SLP: Huh?  
Student: Their.
15. writing (I)
16. swimming (I)
17. Student: Jumping. (I)  
SLP: Ok, he's already done it. He's done it over here. So now this is the fence that he  
Student: Jumped. (C)

# Answers (cont. 3)

18. climbed (C)

19. Student: Did. (I)

SLP: He

Student: Finish.

SLP: He

Student: Done.

SLP: He

Student: Wrote.

SLP: He is painting a picture. And this is the picture that he

Student: Painted. (C)

20. wrote (C)

21. got (C)

22. Student: Finish. (I)

SLP: He's making an airplane. And this is the airplane that he just

Student: *Done.* (I)

23. Is on the swing. (I)

# Answers (cont. 4)

24. Student: *Walking.* (I)  
SLP: That's only one word. Here Butch  
Student: *Jumping.*  
SLP: Ok, listen to mine. Here Matt is fishing. Here Ann . Ok we did that. Here Butch  
Student: *Walking.*
25. paintman (I)
26. runner (C)
27. teacher (C)
28. dirty (C)
29. Student: *Hot.* (I)  
SLP: Listen again. The teacher said, "We won't go outside with all of this noise in the room. She could have said. We won't go outside because it's too  
Student: *Noisy.* (C)

# Answers (cont. 5)

30. Student: Good. (I)

SLP: He found a dollar so he is very

Student: Very sad?

SLP: That he found a dollar? Listen listen, listen.

Student: Very glad.

SLP: Ann said, "You have all the luck." She could have said, "Matt, you are very "

Student: Happy. (I)

31. *more fast* (I)

32. winner (I)

33. Student: Weak. (I)

SLP: Well he raised his up higher so he is

Student: Very

SLP: Ok listen. This one is strong. But this one is even

Student: *More strong.* (I)

34. strong man (I)

35. these apples (C)

36. that book (C)



# Alternative Scoring Summary

**Total Score According to Standard Scoring Guidelines** 16

**Dialect Adjusted Score** 23

**Dialect Adjusted Score, with probed responses**  
28

# Beyond the Test Items

- Procedures for Test Taking
- The Social Occasion of Testing
- Underlying Values in Testing
  - Obvious information
  - Testing not harmful
  - Verbosity versus conciseness

# Enlightening about about Dialects

“If you have knowledge it is worth sharing”

- Documentaries, oral histories

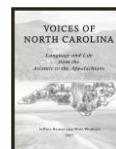
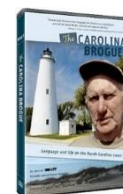
- Exhibits

- Trade books, popular culture

- Curricula

- Media and Social Media

- Institutional Programs



<https://www.youtube.com/user/NCLLP>



# Why Speech and Language Pathologists

- Status at language experts
- Guardians of language norm
- Policy and application of sociolinguistic principles

# A Landmark Television Series

- *Talking Black in America*
  - Emmy award, used in more than 250 courses, more than 300 premiers in universities, secondary education, corporations (CBS, Turner Nantucket Project, etc.)
- *Signing Black in America*
  - Nominated for Emmy, extensive use in ASL education, transformative discussion about diversity in ASL
- *Talking Black in America; Roots*
  - Nominated for Emmy, highly popular in Ghana
- *Talking Black in America: Performance Traditions*
  - Nominated for Emmy. Entertaining performance
- *Talking Black in America: Social Justice*
  - Premiering



*Link to Talking Black in America:  
Social Justice*

<https://vimeo.com/932052870?share=copy>

Password: Eclipse

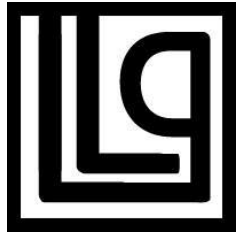
If you would like to help us out. It would be greatly appreciated.

Student link: [https://ncsu.qualtrics.com/jfe/form/SV\\_0eMMMdmrOP3u311](https://ncsu.qualtrics.com/jfe/form/SV_0eMMMdmrOP3u311)

Certified /working SLP

link: [https://ncsu.qualtrics.com/jfe/form/SV\\_aY4JFspKgZUQhEy](https://ncsu.qualtrics.com/jfe/form/SV_aY4JFspKgZUQhEy)

# Thank you!



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Language and Life Project at NC State

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