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
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
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_0eMMMMdmr0P3u31I

Certified /working SLP link: 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

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
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
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 discovering a trail
   b ✓ She was following a trail

2. a __ She was repeating the chant
   b ✓ She was hollering the chant

3. a ✓ They were figuring the change
   b __ They were forgetting the change
Dialect Patterning: An Iconic Urban Ethnic Pattern

Patterning of BE in Urban African American English
Conversation' 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)**

<table>
<thead>
<tr>
<th>Sentence pairs</th>
<th>African Am.</th>
<th>Euro Am.</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>79%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>82%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>79%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>87%</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

25. ___ a. Sometimes his ears be itching.

26. ___ a. Everytime I go there he busy.

27. ___ a. John be late for school today.

28. ___ a. He be my partner when we play tennis.

29. ___ a. He be sleeping at the moment.
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

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, lz plurals; t, d, ld past tense)

**voiced fricative > stop assimilation**
e.g. wadn’t, doesdn’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

- hit
- kids
- set
- bed
- Danny
- beatin’
- grade
- Guy
- wipin’
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
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

<table>
<thead>
<tr>
<th>Non-past</th>
<th>Past</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. <em>go</em></td>
<td><em>went</em></td>
<td><em>gone</em></td>
</tr>
</tbody>
</table>

Type 1

| miss              | missed     | missed     |

Type 2

| hear              | heard      | heard      |

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.*
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

Phonology:
Dialect Features

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’)

(cheely for ‘chilly’)

(sody for soda)

(line for line)

(like for like)
Dialect Features

Grammar:
Dialect Features

Grammar:

• Subject pro deletion: There’s this Jasper come by here this morning
• Their plural –s Old people say 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

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 *[Ø]* 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 *[Ø]* sailed down the S
Andy Griffith Performs

http://www.ourstate.com/andy-on-football/
Cherokee English
S: And then I went home. And then I was watching, um, Wild Life, about animals.
SLP: And which animal did you see?
S: And a elephant and a rhino was fighting. The elephant kicked the rhino down. And then it start grabbing its whole body with its, with its.
SLP: Tusk, trunk.
S: Yeah, thr'ow 'im but he couldn't get im up but it ran. And then it was this little dancing chickens, that do like this, like Indians, so they were jumping up and down doing a dance.
SLP: Why?
S: I 'on know.
SLP: Were they mad at each other?
S: No, they was dancing.
SLP: They were happy. Did they have music? (makes sound of music)
S: Yeah, with they mouth, they go uh uh uh uh and stuff. It was a whole lot of 'em doing it. And then the Indians 'll come out and do it with them.
SLP: And then the Indians would dance with the chickens. Wow!
S: And then we saw a movie with, uh, lions, uh cheetah, and um gorillas on it, and they said a, a dog bit the baby and it died.
SLP: Bit a real baby?
S: (Nods yes)
SLP: Oh
S: And then that man had another tiger, a police came to the house and shot that one and they got another one.
SLP: This is all on Wild Life?
S: (nods)
SLP: With the elephant and the rhinoceros? All this happened on Wild Life?
S: (Nods)
SLP: Wow
S: And then another one came on about the, uh, white lions and stuff. Don't you know em white ones?
SLP: White lions?
S: Tigers I mean.
SLP: White tigers. Tigers are orange with black stripes, thank you.
S: No, they white too. Uh huh, They got white- they got white, then they got white, I mean, black stripes going down.
SLP: That's a zebra.
S: Um uhm, it's another one, that's a snow tiger.
SLP: Oh, the snow tigers, oh, okay.
S: And then that man had one. Then, we went to a black, a black panther. It wad'n't no black panther, it was something, black what you call em, I don't know.
And then I went home. And then I was watching, um, Wild Life, about animals. And then a elephant and a rhino was fighting. The elephant kicked the rhino down. And then it start grabbing its whole body with its, with its...

SLP: Tusk, trunk.

Yeah, throw 'im but he couldn't get im up but it ran. And then it was this little dancing chickens, that do like this, like Indians, so they were jumping up and down doing a dance.

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Phonology Checklist

5. preceding a vowel or pause (col’ apple)
6. intra-word (tessing)
7. /-lz/ pluralization after sC (tesses)

Special Clusters
8. str --> skr clusters (skreet)
9. lexical aks for ask
10. final sp --> ps (wasp --> waps)

Medial and Final th
11. θ --> f labialization (toof)
12. e --> v labialization (smoov)
13. θ/e --> t/d stopping (with)

Initial th
14. voiced stopping (dis)
15. voiceless stopping (tink)

Fricative Stopping before Nasals
16. θ --> t (nothing --> not’n)
17. z --> d (wasn’t --> wadn’t)
18. v --> b (seven --> sebm)

r and l Vocalization
19. postvocalic r loss (hear --> hea’)
20. intervocalic r loss (during --> du’ing)
21. l loss before labials (help --> he’p)
22. postconsonantal r loss before o/u (throw --> th’ow)

Nasals
23. η fronting (swimming --> swimmin’) [over 50%]
24. vowel nasalization (man --> ma’)
25. a article before a vowel (a apple)

Vowels
26. ay vowel ungliding (time --> ta’m)
27. I/E neutralization before nasals (pen --> pin)
28. centralizing of og (e.g. dog merges with Doug)
29. depalatalization of postconsonantal y (compl[y]uter --> compl[∅]uter)

Syllable Structure/Prosodics
30. stress shift (police’ --> po’lice)
31. 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. knewed)
    ___ bare root (e.g. I come there yesterday)
    ___ different irregular (e.g. brung)
    ___1_ quotative say (Yesterday she say, "I don't want it")

___7_ 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)

___ phonological tense reduction (e.g. They mess up before)

___ tense double marking (e.g. They liketeded)

___ verb agreement

___ 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

___ 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. hisself, 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)
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)
18. Student: 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)
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)
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 articles
- 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_0eMMMdMrOP3u31I

Certified /working SLP link: https://ncsu.qualtrics.com/jfe/form/SV_aY4JFspKgZUQhEy
Thank you!

Contact:
Walt Wolfram  wolfram@ncsu.edu

Language and Life Project at NC State
https://languageandlife.org/
https://www.facebook.com/NCLLP/

YouTube:  https://www.youtube.com/user/NCLLP