This annotated bibliography of recent studies on language variation presents abstracts which appeared in "Resources in Education" during the period September 1973 through December 1974. They include entries from several of the ERIC clearinghouses: Adult Education, Reading and Communication Skills, Languages and Linguistics, Early Childhood Education, Urban Education, Rural Education and Small Schools, and Teacher Education. An author index and a subject index are included. (Author/AM)
A SELECTED BIBLIOGRAPHY
ON RECENT DIALECT STUDIES

Penelope O. Pickett
Center for Applied Linguistics

CAL-ERIC/CLL Series on Languages and Linguistics

Number 24

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
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Language variation, the main concern of dialectologists on the one hand, and speech correctionists on the other, is now receiving widespread attention, owing to pressures brought about largely as a result of changes in societal structures and related modifications in American education. The fact that it is a subject not only of high current interest, but also of controversy as well, has caused a large outpouring of publication.

It is the intention of this ERIC clearinghouse to bring recent information in this subject matter area to the notice of potential users. The abstracts presented in this collection are those which appeared in Resources in Education during the period September 1973 through December 1974. They include entries from several of the ERIC clearinghouses; namely, those on Adult Education (now merged into Career Education), Reading and Communication Skills, Languages and Linguistics, Early Childhood Education, Urban Education, Rural Education and Small Schools, and Teacher Education. For convenience, an author index and a subject index are included.

We hope that this document reports on research which is varied and broad enough to be useful to researchers, administrators, and teachers alike.

A. Hood Roberts
Director
ERIC Clearinghouse on Languages and Linguistics

Stein, Annette S.

State Univ. of New York, Buffalo. Dept. of Elementary and Remedial Education.


Washington, D.C. Regional Research Program. Bureau No.—BR-1-8018

Pub Date Sep 72

Grant—OEG-2-71-0018

Note—78 pages.

EDRS Price MF-$0.65 HC-$3.29


Efforts to substantially reduce adult illiteracy in the United States have been largely unsuccessful. The purpose of this study was to obtain a basic word list, based on oral vocabulary of adult black illiterates in two urban centers, which could subsequently be used to develop basic education reading materials, reading tests, and a readability formula. A sample of 263,727 words was obtained from interviews with 28 Negro informants enrolled in ABE classes, representing a subset of the total spoken vocabulary that can be used by the population. The resulting word list was examined for the characteristics of usage (Buffalo and Chicago), age and set of informants, and race and the population. A group of ten informants was also interviewed a second time to determine the effect of change in stimulus. From each Chi-square test were used on the one thousand most frequently used words; for the five variables tested, no significant differences were found (.01 level). The effect of change in stimulus was significant, with differences occurring in words of lesser frequency. However, the vocabulary list based on 128 interviews is considered a valid list for the population sampled and can be used for production of ABE materials.

AUTHOR/DATE

ED 075 813

CoX, Adrienne Flore

The Receptiveness of Black Students to Dialects Sometimes Different from Their Own

Pub Date 71

Note—156p.: Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13,543 MF $4.00, Xerography $10.00).

Document Not Available from EDRS.


This study sought to determine (1) what attitudes black children have at the primary level, fifth grade, and eighth grade regarding dialects; sometimes different from their own, and (2) what causes children in identifying the race or ethnic background of taped speakers. An audio tape was made of thirteen speaking Aesop's Fables. The speakers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six spelling Aesop's Fables. The teachers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six spelling Aesop's Fables. The teachers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six spelling Aesop's Fables. The teachers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six spelling Aesop's Fables. The teachers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six spelling Aesop's Fables. The teachers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six spelling Aesop's Fables.
environmental reasons for the development of dialect regions. Each lesson is accompanied by a statement of its purpose, a content description, suggested procedures for teaching the lesson, and possible extensions. The supplementary materials include three tapes illustrating dialect differences. (See CS 200 482-497 and CS 200 499 for related documents.) (HS)

ED 075 886

Kamier, Chrit

Women's Speech: Separate But Unequal?

Pub Date Apr 73

Note-21p.: Paper presented at the Annual Meeting

of the Communication Assn.

Montreal, Canada, April 25-28, 1973

EDRS Price MF 50.65 HC-$3.29


This paper considers the existing evidence of systems of co-occurring, sex-linked, linguistic signals in the United States. In the first section, the type of research which has been done in linguistic sex contrasts and then the relevant material in "folk linguistics" are discussed. In addition, a number of studies about the differences among men and women in vocabulary and pronunciation, grammar, and other topics for the detection and comprehension of oral messages, and compressed speech are examined. Overall, these research projects reveal conflicting results and inconsistent findings which are interpreted as indicating that the role of sex in communication has not been clearly enough defined. In the second section, the popular belief regarding what constitutes women's speech--what is believed to be women's speech--what is believed to be women's speech and what people believe it should be--are examined. The fact that women as speakers have been largely ignored by researchers is stressed, and it is suggested that popular beliefs can be useful as bases for research hypotheses (LG).

ED 076 981

Rubrecht, August Weston

Regional Phonological Variants in Louisiana Speech

Pub Date 71

Note-270p.: Ph.D. Dissertation, The University of Florida

Available from- University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16-653, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.


Based on tape recorded conversations of 28 informants in 18 Louisiana communities, this study investigated regional phonological variants in Louisiana speech. On the basis of settlement history and previous dialect studies, four regions are defined: northern Louisiana, the Florida Parishes, French Louisiana, and New Orleans. The informants are all native English speakers and range in age from 11 to 88 years and in educational level from grammar to graduate school. Numerically the distribution was weighted toward those 60 years or older and those with relatively little formal schooling. Discussion is largely confined to those regional phonemes which show significant variation. Maps are included for all stressed vowel phonemes and for a few consonants. In the absence of regional distinctions, northern Louisiana and the Florida Parishes are classed together as Anglo Louisiana. Evidence indicates that patterns of speech in French Louisiana are not spread out, on the other hand, speech in French Louisiana includes many features characteristic of Anglo Louisiana. In several respects, the English of New Orleans follows the usage of French Louisiana, in others, it is more like Anglo Louisiana. Overall, phonological patterns are highly complex and subject to numerous exceptions (Author/HS).

ED 076 989

Shuy, Roger W., Ed.; Fastul, Ralph W., Ed.

Language Attitudes: Current Trends and Prospects

Pub Date 73

Note-201p.

Available from- Publications Dept., School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007 (53.50 paper)

Document Not Available from EDRS.


Subjective reactions to language (language attitudes, beliefs, values, etc.) are the focus of this monograph. Chapters include: (1) "Sociolinguistic Correlates of Speech Style in Quebec" by Alouo d'Anglejan and G. Richard Tucker; (2) "Some Unexpected Reactions to Variations Among American-English Dialects" by Bruce Fraser; (3) "Attitudes and Learning a Second Language" by Jean Bouchard; (4) Preliminary data on a Study of the Linguistic Correlates of Raters' Subjective Judgments of Non-Native English Speech by Leslie A. Palmer; (5) "Subjective Reactions toward Accented Speech" by Ellen Bouchard Ryan; (6) "Anatomical and Cultural Determinants of Male and Female Speech" by Jane E. Seiden; (7) "Stylistic Accuracy of Selected English Dialect Communities" by Roger Shuy and Frederick Williams; (8) "Language, Speech, and Idiomatic Speech" by David M. Smith; (9) "Some Recent Notes on Dialect Attitudes and Stereotypes" by Frederick Williams; (10) "The English of Puerto Rican in Eastern Harlem" by Walt Wolfram; and (11) "Objective and Subjective Parameters of Language Assimilation among Second-Generation Puerto Ricans in East Harlem" by Walt Wolfram; and (12) "Teachers' Attitudes toward Black and Nonstandard English as Measured by the Language Attitude Scale" by Orlando L. Taylor. (HS)

ED 076 991

Mcluhan, Thomas B.

Annotated Bibliography of Southern American English

Pub Date 71

Note-177p.

Available from- University of Miami Press, Drawer 9088, Coral Gables, Florida 33124 ($7.95 cloth)


This bibliography of Southeastern American English includes writings that have appeared in popular books, technical treatise, language journals, popular magazines, won interest periodicals, student theses, and dissertations. The South is defined as the area south of the Mason-Dixon Line and the Ohio River westward to Arkansas and Texas. The ten sections of the bibliography include general studies, historical studies, lexicography and phonology, morphology and syntax, place names, personal and miscellaneous materials, figurative language, exegeses, and word-play, literary dialect, and etymological bibliographies. Writing on folklore and literary techniques are listed only when related to dialect study. Works on foreign languages spoken in the area are included only when they describe foreign language influence on Southern American English.

ED 077 259

Pike, Kenneth L.

The Intonation of American English.

Pub Date 45

Note-210p.; Twelfth Printing 1972

Available from-University of Michigan Press, Ann Arbor, Mich. 48106 ($4.00)

Document Not Available from EDRS.


The material in this book is the result of an investigation to determine how to teach English intonation effectively and to find the smallest number of patterns which could be used as a basis for initial drills in the language. The book presents a statement of the structure of the English intonation system in relation to the structural systems of stress, pause, and rhythm. The first section describes the presentation of the investigation. Section two discusses the relationship between auditory and instrumental analyses, reviewing previous English and American studies and demonstrating the use of instrumental techniques. The third section presents the general characteristics of intonation—how it is constituted by sequences of pitches and accompanied by shades of meaning. Section four deals with specific contours of American English and provides a tentative statement of their meanings. Section five discusses the utilization of intonation in teaching, with emphasis on teaching English to Latin Americans. Section six analyzes several texts and demonstrates the proportionate number of occurrences of intonation contours. The final section discusses the relationship of intonation to speech as a whole. (VM)

ED 078 383

Mattheison, Grover C.

Children's Responses to Reading and Hearing Standard English and Nonstandard Dialect Stories: Evaluation and Comprehension.

Pub Date Mar 73


EDRS Price MF 50.65 HC-$3.29


Two studies are discussed in this research report, which was presented at the 1973 American Educational Research Association meeting. The first study investigated whether black children would evaluate Black English selections more favorably than standard English selections and whether Black children would evaluate Black English selections more favorably than standard English selections and whether differences described the perceptions that the children. The second study was conducted in the same manner as the first, but an auditory dimension was added by playing the stories on a tape recorder. The stories were folk-
and idiolect (the personal use of language); (2) black children's comprehension of the Black English versions is better than their comprehension of stories in the other dialects; and (3) there was no difference between black and white children in their comprehension of spoken Standard English stories.

ED 078 416
Allen, Diane H., Ed.
The Discovery of English: NCTE 1971 Distin-
guished Lectures.
National Council of Teachers of English, Urbana,
III.
Pub Date 71
Note—99p.
Available from—The National Council of
Teachers of English, 1111 Kenyon Road,
Urbana, Illinois 61801 (Stock No. 01358, $2.00
non-member, $1.80 member).
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Child Language, Com-
position (Literacy), Discovery Learning, El-
ementary Schools, *English Instruction, *Essays,
*Language Arts, *Language Criteria, 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 Negro Novel of the Future: A Theme with
Variations," Byldeon Jackson explains why the
setting of the Negro novel is in the city ge-
ther than in the rural Southland. Albert
Marchwa instructs the concept of "standard
English" in both its linguistic and its sociologi-
cal dimensions. In "Rhetoric: How Do You
Carve an Elephant?" Robert Correll reveals a positive ap-
proach 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 East-
man 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," William Her-
son 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.)

ED 078 421
Gilhul, Lester S.
What Can the English Teacher Do with Dialects.
Pub Date [73]
Note—18p.; Unpublished study
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American English, *Dialects, En-
lish, High School Students, Junior High
School Students, Language Classification, Lan-
guage Patterns, Language Usage, Native
 Speakers, Regional Dialects, Secondary Edu-
cation, *Standard Spoken Usage, *Teaching
Guides

The junior high and senior high school English
teacher should be concerned with dialects as in-
ferior 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 also be concerned with dialects as
inferior to standard English. He should have
had 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
acumen; (4) the history of the English language; (5)
conducting language mediation exercises to classify and
study—without prescriptive judgments—the di-
agnostic personal language charts, word charts, narrative
charts, and language skill charts. Through such
activities as these, students from different ethnic
backgrounds will be able to use dialects to profitably learn about each other's heritages.

ED 078 428
Rurnak, David L., and Others
Usage of Selected Phonological and Grammatical
Structures by Three Groups of Different
Ethnic and Socioeconomic Backgrounds.
Pub Date Feb 73
Note—30p.; Paper presented at the Annual Meet-
ing of the American Educational Research
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dialect Studies, Language Pat-
terns, *Language Usage, Linguistic Patterns,
*Dialects, Nonstandard Dialects, *Preschool Children,
Socioeconomic Status, Sociolinguistics, Speech
Habitations

Two lower socioeconomic groups (one black and
one white) from the inner city and a third
group of white children from a middle
socioeconomic group of Chicago were studied to delineate and compare the usage of
selected language structures among children of
different social and ethnic backgrounds. Usage of
each of the test structures was assessed on each
of three speech elicitation tasks—spontaneous speech, structured open-ended responses, and
sentence repetition. Phonological structures were
assessed on a fourth task, single word picture
naming. The findings revealed (1) the copula,
single negative transpositions, and postvocalic
affixation of their city, or Black English (BE)
were used in a similar way by both black and
white low socioeconomic children who
differed from the pattern of usage evidenced by the
middle socioeconomic white children; (2) BE
listeners judged messages characterized by BE
more accurately than did SE listeners; (3) the com-
prehension performance of SE speakers who received dialect
test scores on word recognition were
more than those of subjects without dialect training
in dialect conditions characterized by BE; and
(5) SE error scores on word recognition were
less than those of subjects without dialect training
in dialect conditions characterized by SE.

ED 079 681
McGready, Michael Andrew
The Effects of Phonemic-Graphemic Correspond-
ence Problems upon Reading Comprehension
of Black Non-Standard Speakers of English.
Pub Date 73
Note—149p.; Ph.D. Dissertation, The University
of Alabama
Available from—University Microfilms, A Xerox
Copy, Document Delivery Office Box
1764, Ann Arbor, Michigan 48104 (Order No.
73-8048, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.

ED 080 545
Crawford, Fred, Grade 5, Grade 6, Grade 7, *Negro Students, *Nonstan-
dard Dialects, Oral Reading, *Phonemic Grapheme Correspondence, Reading, *Reading Comprehension, *Standard Spoken Usage, Sex Differences, Silent Reading

This study attempted to determine the extent
to which phonemic-graphemic correspondence
problems adversely affect reading comprehen-
sion among children who are nonstandard
speakers of English. An instrument requiring both
silent and oral reading was devised by the in-
vestigator 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 phonemic transcription. The findings indicated
that neither sex nor age was a statistically signifi-
cant factor in determining ability to distinguish
two phonemic graphemic correspondences.

ED 079 695
Deffreinbaugh, Sue A.
Study of Language Competency of Black, Inner-
city High, Average and Low Readers.
Pub Date Feb 73
Note—11p.; Paper presented at the Annual Meet-
ing of the American Educational Research
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Grades, *Grammar, Lan-
Achievement, Standard Spoken Usage,
Urban Language

This study explored whether statistically signifi-
cant differences exist between the (1) grammati-
...cal 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 were found 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 93 black dialect grammatical feature analyses were done with students representative of the three level's vocabulary, and syntactic constructions on demand is highly related to reading achievement level and may predict reading achievement. (D1)

ED 079 699
Levy, Beatrice K.
Language, Dialect, and Preprimers.
Pub Date May 73
EDRS Price MF-$0.45 HC-$3.29

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 black students who did poorly; (3) of the particular features which differentiate standard English morphological structures showed significant differences among the three levels of reading achievement; and (5) the ability to produce sentences with grammatical constructions on demand is highly related to reading achievement level and may predict reading achievement. (D1)

ED 079 735
Wolfson, Walt, Ed. Clarke, Nona H., Ed.
Black-White Speech Relationships. Urban Language Handbooks on No. 7.
Center for Applied Linguistics, Washington, D.C.
Published 71
Note—161p.
Available from—Center for Applied Linguistics.
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (56.50 paper
Document Not Available from EDRS.

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 the influence of the plural possessive, and are thus constantly creating new varieties of English. (HOD)

ED 079 744
Henderson, Stephen

"Weasel words"—nearly minted phrases and words are only one of the varieties which may be "intentional slants, distortions, and outright coups 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 harmless offerings as "Try it, you'll like it" to more insidious, slanderous name-calling, 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 079 736
Book, G. L.
Varieties of English.
Pub Date 73
Note—196p.
Available from—St. Martin's Press, 175 Fifth Avenue, New York, N. Y. 10010 ($7.95 cloth)
Document Not Available from EDRS.

Identifiers—*British English

The English language is not a monolithic entity but an amalgam of many different varieties that are associated respectively with groups of speakers, with individuals, and with the occasion. Among such varieties are slang, regional and class dialects, the language of children, and the language used by public speakers, journalists, lawyers, scientists, and advertisers. Contributing to these varieties are dialects, idiolects, registers, slang, 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
Pet, Mario
Double-Speak in America.
Pub Date 73
Note—216p.
Available from—Hawthorne Books, Inc., 260 Madison Avenue, New York, New York 10016 ($6.95
Document Not Available from EDRS.

"Weasel words"—nearly minted phrases and words are only one of the varieties which may be "intentional slants, distortions, and outright coups 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 harmless offerings as "Try it, you'll like it" to more insidious, slanderous name-calling, 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)
This paper focuses on the two main schools of dialects, Black English: Two Viewpoints.


This paper presents a 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 Creoleologists 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)

ED 081 266
Krohn, Robert
Underlying Vowels in Modern English.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Mar 72
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Speech), Descriptive Linguistics, Distinctive Features, English, Generative Grammar, Morphemes, Morphology (Languages), Morphophonemics, Phonemes, Phonetic Units, Phonology, Physiology, Pronunciation, Structural Analysis, Syllables, Vocabulary, Voiceless.
Identifiers—Chomsky (Noam), Hall (Morriss)

This paper presents a set of underlying vowels, alternate to those of Chomsky and Hall, to account for the widespread assumption that young, lower-class black children have language deficits based on the use of a restricted (as opposed to an elaborated) syntactic code. The speech of 69 black, lower-class and 70 white, middle-class 4-1/2-year olds was compared. Speech samples were elicited through semi-structured picture interviews, which were transcribed and analyzed. Two types of syntactic units, verb-complement units and noun phrases, were selected for analysis. Each unit was coded with respect to features describing internal structure, grammatical function, and context in the interview. Coding reliability was reported to be at least 90% accurate in all cases. Results indicated that the total number of units produced by an average subject was quite similar for both groups. Elaborative elements added to a verb-complement (expansion units) were analyzed, and there was virtually no difference (in relative frequency) between the two groups. Expanded units were further studied for nine variables, only three of which were significantly different between groups, with one difference favoring the lower-class children. Deletions of basic constituents of sentences were analyzed, and the data showed little or no relationship to the elaboration deficit hypothesis. The speech conclusion that this hypothesis is not empirically supported. (DP)
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 "Glory and Daves English Test." This 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, inflection 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 70 tapes would be required to train one teacher, the study was constructed around this number.

(Annotated)

ED 082 196

Labad, William


Pub Date 72

Note-412p.

Available from-University of Pennsylvania Press Inc., 3931 Walnut Street, Philadelphia, Pa. 19104 ($30.95 paper)

Document Not Available from EDRS.


Reported here is the work of two linguists, William Labad 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 American education and regional dialects of the vernacular (BEV) and certain political and cultural aspects of the black community. Part I (chapters 1-4) deals with the grammar and the sound system of BEV, re-creating the area where the two systems interact. Part 2 (chapters 5-7) examines the vernacular in its social setting, focusing 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: a study of ritual insults and personal invective (HODU)

ED 082 198


Madison Public Schools, Wis.

Pub Date [72]

Note-214p.

EDRS Price MF-$0.65 HC-$9.87


Based on the belief that the most appropriate faces of a language arts curriculum is the process and content of communication, the process unpeople (instructional packets) explore some essential elements of communication which should be incorporated into a curriculum theory. (1st Sub-Struction), which is the attempt to explain the words may be classified as relatively abstract or concrete, (2) states in context—reports, inferences, and judgments; (3) symbols (words) and referents, (4) denotive and connotative meaning; (5) the appropriateness of communication; (6) language change as a result of time, geography, and culture; (7) dialects, which show variation in pronunciation, vocabulary, and syntax; (8) the 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. (HOD)

ED 082 230

Red Shirt E.

Dialects of American English.

Pub Date 73

Note-119p.

Available from—The University of Massachusetts Press, Amherst, Mass. 01002 ($4.50 paper)

Document Not Available from EDRS.

Descriptors- *American English, *Dialect Studies, *Instructional Materials, Language Patterns, Language Research, *Regional Dialects Intended for use with students who have just become aware of dialect variations, this book ad-dresses dialects of American English. Chapters include an introduction to dialect study, discussions of colonial English, Eastern stile-stent, regional and Southern English, English and nonstandard systems, pronouns, see the movement, an analysis of sectional atlas studies (the Great Lakes area, the Upper Mississippi valley, and the Southern states), and a discussion of the future of American dialect studies. *Dialects map for Northern Regional dialect variation are provided. (HOD)

ED 082 554

DeVeau, Louise A.

Non-Standard English in Norfolk City Schools.

Pub Date 6 Aug 71

Note-145p.; M.A. Thesis, Old Dominion University, Norfolk, Virginia

EDRS Price MF-$0.65 HC-$5.58


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 related features follows; such features include the zero-copula, invariant "be," third person singular present tense verbs, past tense verbs, plural formation, pronouns, and questions. The study concludes with implications for future research and pedagogical considerations. The distribution patterns are then studied in detail, and it is suggested that the most nonstandard features occur in Norfolk in the speech of whites as well as Negroes. The dialects varieties seem to be regional rather than ethnic. Based on the data collected in this study, a questionnaire was developed and administered to 600 students.

(Annotated)

ED 082 720

Redd, Carroll E.

Diachronies of American English.

CS 200 720

EDRS Price MF-$0.65 HC-$4.58


Identifiers—*Speech Identification

The first of two experiments conducted in Detroit investigated the relationship between oral class and ethnic membership and identification of class and ethnicity; the role age and sex of group members; and attitudes toward various sociolectic speech patterns. The second study was concerned with the attitudes of employers and potential employers 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 listeners, Negro identity of tapes would be made accurately from a minimum of 74.4% to a maximum of 86.2% of the time. It was also significant that both employers and employ divers employed by both employers and employees were 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. All these findings indicated that employers and employees were quite as well as also with the actual employment level of the speaker. In addition, teenagers seemed to exaggerate the concept of "successful" and "acceptable" speech with opportunity. (HOD)

ED 083 628

Kennon, Gladys Mitchell

Language Behavior in a Black Urban Community. Monograph of the Language-Behavior Research Laboratory, No. 2.

Berkeley. Language and Behavior Research Lab, Pub Date Feb 71

Note-174p.

Available from—Univ. of California Press, Berkeley, Calif. 94720 ($3.10)

EDRS Price MF-$0.65 HC-$5.58


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 variations are discussed in conjunction with attitudes toward these variations. Chapter 3 deals with the ethnographic description of several speech acts: signifying, marking, and identity-talking. Conclusions are given. This part provides references, and the distribution of finite forms of "he" in a speech sample and samples of Black English sentences edited by four teenage native speakers are appended. (Author/HOD)
ED 083 655  
Dorsey, France A  
Black English: A Community Language.  
Pub Date Nov 73  
EDRS Price MF-$0.65 HC-$3.29  
Identifiers—*African 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 against a cultural or linguistic inferiority to standard English inasmuch as both Negro and white English are most frequently practiced by the largest racial minority group in the United States and since it has a consistent linguistic structure, such language usage should be ignored in academic studies of American language or in the curricula of American schools. (CH)  

ED 084 516  
Yusufa, Mary Patricia Cronin  
Procedures for Developing Oral Language Facility in Children Pre-K through Grade Three: A National Survey  
Pub Date 72  
Note—157p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill  
EDRS Price PF-$0.70 HC-$2.50 (Xerography $1.50)  
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 FRR 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 activities, 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 his own dialect. Devising for judging oral performance in the classroom should be established cooperatively by the teacher and the children. (Author/ RB)  

ED 084 522  
Mesh, Walter  
Our Experience of Language.  
Pub Date 71  
Note—222p.  
Available from—St. Martin's Press, 175 Fifth Ave., New York, N. Y. 10010 ($6.95)  
EDRS Price MF-$4.00 HC-$13.00 (Xerography $12.00)  
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; the individual's sense of self in his language-behavior to make concord between self-assessment and what the community demands of him; how language provokes the classifying judgments that are called forth by any other form of social behavior but with peculiar immediacy and force, language growth and language change; the patterns of 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, Appendices provide a list of symbols and terminologies, specimen English (1014-1970), and a select bibliography. (HOD)  

ED 085 668  
Andreacchi, Joseph  
Listening Comprehension and Reading Comprehension of Negro Dialect Speakers in Negro Dialect and in Standard English.  
Available from—University Microfilms, Xerox Copyright Division, Ann Arbor, Michigan 48106  
EDRS Price MF-$10.50 HC-$31.00 (Xerography $10.00)  
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 questions 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  
Note—122p.; E.D. Dissertation, Graduate School of Education, Rutgers University, The State University of New Jersey  
EDRS Price MF-$0.65 HC-$3.29  
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. Homogenous 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, auroral (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. The effects of treatment were seen in Standard English. (3) The comprehension of white children was not significantly greater than that of black children who were presented in either the
A-D mode or combined A-G and V-R modes; (4) comprehension of white children was greater when the differentiated tasks required in English were presented in the V-R mode; and (5) the subjects more readily understood materials presented in the V-R mode, but not the materials presented in the A-D mode. (Author/HOD)

ED 085 766
Martin, Charle B., Rulon, Curt M.
The English Language: Yesterday and Today.
Pub Date 73
Note—260p.
available from—Allyn & Bacon, Inc., 476 Atlantic Ave., Boston, Mass. 02210 ($5.95)
Document Not Available from EDRS.
This book is a selected distillation of linguistic scholarship which describes from both a historical (diachronic) and a contemporary (synchronous) viewpoint that conglomerate set of dialects and idiolects 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 characteristics we share with other languages. The book is designed to give a quick overview of the history of our language and a short resume of the history of grammar, phonetics, and dialects.

ED 085 801
Hopper, Robert
Is Depreciation Linguistic? Suggested Changes for Teacher Training Programs Concerned with Black English.
Pub Date No. 73
Note—Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)
EDRS Price MF-50.65 HC-$3.29

ED 086 018
Miguel, Richard M.
The Effects of Dual Information Processing of Standard and Nonstandard English in Nonstandard Speakers.
Pub Date [71]
Note—11p.
EDRS Price MF-50.65 HC-$3.29
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 units of comprehension. Two hundred Black students were randomly assigned to one of the eight treatment conditions. The design called for 25 subjects per cell. The conditions were: printed SS, SN, NS, NN, and auditory SS, SN, NS, NN. The NN condition was considered the standard condition. 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 significant test of planned comparisons to be significant. The NN printed condition facilitated learning more than any other condition. The NN condition collapsed across nonstandard modes (printed and auditory) was found to facilitate retention more than any other collapsed combination. (Author)

ED 086 034
Eiseley, David E.
The Case for the Standard Language.
Pub Date 11 May 73
Note—11p.; 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-50.65 HC-$3.29
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 abandonment of 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 is, in my estimation, of the 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 language and dialects may help to dispel one kind of prejudice. The school, however, must also continue to teach students to read and write the language of the rich or powerful, but as the language of educated English speakers. (Author/HW)

ED 086 949
Cullinan, Bernice E., Ed.
The Case for the Standard Language.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Sponsor—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 74
Contact—ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Sponsor—National Inst. of Education (DHEW), Washington, D.C.
Note—205p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Black, No. 00572, $3.95 nonmember, $3.75 member)
EDRS Price MF-50.65 HC-$9.87
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 significance of black dialects. The teacher should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnostically, the particular methods for assessing whether a black student should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnosis for teaching black students to read, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnosis for teaching black students to read.

ED 086 966
Knapp, Margaret O.
AWARENESS OF BLACK DIALECTS BY FIRST- AND FIFTH-GRADE READERs AS RELATED TO RACE, SOCIOECONOMIC STATUS, AND SEX.
Pub Date Jan 74
Note—No. 1 Ed. Dissertation, Rutgers University, The State University of New Jersey
EDRS Price MF-50.65 HC-$6.58
Descriptors—Dialectal Awareness, Ethnic Groups, Ethnicity, Grade Level, Language Development, Language Usage, Negro Students, Nonstandard Dialects, Reading, Sex Differences, Sociocultural Status, Standard Spoken Usage
The purpose of this study was to examine the relationship between first- and fifth-grade readers' awareness of black 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; (2) a matching task of the rate of the voice; and (3) identification task, based on the rate of the voice; and (4) an identification task that required the subjects to identify a speaker according to vocal class. An analysis of
stressing the need for teachers to possess an at-

Foreign Language teaching, I, discussed in section

Differences, Teaching Methodology, situation of the pupil, that is, integrative versus

special emphasis given to the latter and its pedagogical implications.

Teaching situation with special reference to the influence of a specific foreign language.

Descriptors Cultural

F:DRS Price MF-S0.65 HC-S3.29

Contract-0 EC-6.10-078

Pub Date Dec 63

Report NoRDM-40

Pulitzer. Robert L.

"Language to Stretch Brains With"; (6) borrow-

eluding Slang; (8) dialects--"Language Working

Usage, Teacher Attitudes, Teacher Education.

--"Language to Stretch Brains With"; (5) application

a Second Dialect. It and D Memorandum 40.

writing, learning, literature, semantics, synchronic Linguistics, writing.

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 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, teaching professions, and business--"Language as Growth"; (12) the Whorfian hypothesis--"Language as God"; and (13) "Language and the Future." (HOD)

ED 088 987

UD 014 153

Kinscl, J. Peter Thomas, George

Use of the "Peer-Prepared" Method of Producing Dialect Readers for Blacks.

Pub Date Apr 73


EDRS Price MF-50.75 HC-$1.85


Identifiers--Automated Readability Index, Peer Prepared Method

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." Two groups of teenagers and adults contributed other stories; these were rewritten in standard English, in addition to the initial Black English version. The 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 readers 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"] was appended to this document. [Authors/RJ]

ED 089 219

CS 000 990

Daniels, Harvey Awood

Bt-Dialectalism: A Policy Analysis.

Pub Date Jul 73


Available from--University Microfilms, A Xerox Copy, Post Office Box 1768, Ann Arbor, Michigan 48106 (Order No. 73-303569, MFlm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors--Educational Policy, Elementary Education, English Instruction, Language

personalities of 16 speakers representing 4 "con-
text x language" categories: English-Home, Spanish-Home, English-School, and Spanish-

School. For both groups, there was a definite preference for English, and slight preference for Spanish in the home. The important factor was the contextual domain on evaluative reactions toward English and Spanish speakers. The subject did not account for the appropriateness of the speaker's behavior as well as his ethnicity. In eliciting reactions toward stan-

dard and accented words, standard speakers received more favorable reactions in every case. The relationship between the amount of acc-

entedness heard and the attributed charac-

tistics of the speaker was investigated. High correlations between accentedness rating and each of the other ratings indicated that small increases 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. (KM)
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 evidence for those 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 are lacking. Language development experiments 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.

ED 089 267
Fox, Robert P., Ed.
Pub Date 73
Note—118p.
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


ED 089 278
Love, Theresa R.
The Southern Illinois University at Edwardsville Protocol Projects Development Project.
Pub Date Nov 73
Note—11p: Paper presented at the Annual Meeting of the National Council of Teachers of English

ED 089 284
Wright, Richard
Language Diversity in the Black Community: A Different Perspective.
Pub Date Nov 73
EDRS Price MF-$0.75 HC-$5.50 PLUS POSTAGE

ED 089 293
Kist, John
"Industry Sentences That Illustrate Word Usage as a Stereotypical Notion of Black Speech". Available from—University Microfilms, A Xerox Microfilms, 6170 Science Park Road, Ann Arbor, Michigan 48106 (Order No. 73-0067, MEFL $4.00, Xerography $10.00)

ED 089 292
Gerulaitis, Henry J.
Sexist Semantics: An Investigation of Masculine and Feminine Nouns and Pronouns in Dictionary Sentences That Illustrate Word Usage as a Digital Stereotypical Notion of Black Speech. Available from—University Microfilms, A Xerox Microfilms, 6170 Science Park Road, Ann Arbor, Michigan 48106 (Order No. 73-0067, MEFL $4.00, Xerography $10.00)

ED 089 273
Love, Sonja K.
The Southern Illinois University at Edwardsville Protocol Projects Development Project.
Pub Date Nov 73
Note—11p: Paper presented at the Annual Meeting of the National Council of Teachers of English

ED 090 086
Gerulaitis, Henry J.
Sexist Semantics: An Investigation of Masculine and Feminine Nouns and Pronouns in Dictionary Sentences That Illustrate Word Usage as a Stereotypical Notion of Black Speech. Available from—University Microfilms, A Xerox Microfilms, 6170 Science Park Road, Ann Arbor, Michigan 48106 (Order No. 73-0067, MEFL $4.00, Xerography $10.00)

ED 090 085
Gerulaitis, Henry J.
Sexist Semantics: An Investigation of Masculine and Feminine Nouns and Pronouns in Dictionary Sentences That Illustrate Word Usage as a Stereotypical Notion of Black Speech. Available from—University Microfilms, A Xerox Microfilms, 6170 Science Park Road, Ann Arbor, Michigan 48106 (Order No. 73-0067, MEFL $4.00, Xerography $10.00)
A sociolinguistic study was aimed at identifying developmental differences in speech usage among all students. All teachers of reading and writing must be capable of expressing anything and be fully capable in principle of expressing anything of the kind of social interaction. The study of social dialects has resulted in the demonstration of the importance of sociolinguistic variation in linguistic theory in contrast to the former preoccupation with linguistic universals. In education, the analysis of dialectal characteristics 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)

Shanker, John
The Attitudes of Black Teachers Toward the Use of Dialect Reading Materials for Beginning Reading Instruction.
Pub Date 73
Note—4: Ph. D. Dissertation, Michigan State University
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74:22, M.Film $4.00, Xerography $10.00)
Document Not Available from EDRS.
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 inventory 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. 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 precoc- lege schooling, sex, grade level taught, or parental status. Additional findings were noted, including an apparent trend that the more strongly the students felt about dialect readers despite their expressed opposition to them. Primary grade teachers with relatively little teaching experience appeared more willing to test out these materials. (Author/WR)
ED 091 703
Smitherman, Geneva
Hidden Agendas: The View from Minority Students on "Keep This Nigger Boy Runnin."
Pub Date Apr 74
Note—6p.: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)
EDRS Price MF-50.75 HC-$1.50 PLUS POSTAGE
Because of the tendency to reject Black English spoken by members of their own and different subculture groups as well as speakers of Network English as "uneducated" and "biased," teachers should understand that nonstandard dialects result from geographical and/or cultural isolation and conflict (as in Chicano English). The language of many black people reflects both pidgin Black English-minimal communication produced by a conflict among the linguistic elements of the language structure—lacking verb or noun endings. Black English features, as seen in a typical example of one student's composition papers, consist of few inflectional verb and noun endings, and the unusual use of derivational morphemes. To effectively help in the development of black students' writing, teachers need a compulsive concern for correct mechanics should be replaced by an emphasis on students' writing more coherently (especially in the development) and interestingly in their own dialect. (I append notes includes the black student's paper and an examination of Black English morphological examples.) (JM)

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, III. Commination on the English Language
Pub Date 74
Note—33p.
Available from—National Council of Teachers of English, 111 E Kenyon Road, Urbana, III. 61801
(Stock No. 99887, $1.00)
EDRS Price MF-50.75 HC-$1.85 PLUS POSTAGE
Too often the dialect of the teacher or the student, or both, creates interference which hinder the educational process. By being aware of potential problems in pronunciation, lexicon, and syntax, the teacher can explain or avoid language interference. Furthermore, the teacher can consciously help the student without minor interventions notations 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 consists of 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 bibliography that part is organized by collections and anthologies, books and monographs, dictionaries and reference works, recordings, and articles. The third part, which has been produced by persons who have been supplied with lists of potential workshop leaders in their region. (TO)

ED 091 713
Weaver, Constance
Black Dialect? Or Black Face?
Pub Date Apr 74
Note—8p.: Reprinted from "Reading Research Quarterly," (III) 1969; For related documents see CS 201 320-375
EDRS Price MF-50.75 HC-$1.50 PLUS POSTAGE
Designed to discriminate Negro dialect speech from standard English, the Rystrom Dialect Test seeks to overcome three problems encountered in research about Negro speech; determining what stable elements distinguish Negro dialect from standard English, constructing a test easily administered to a young child and capable of measuring the differences in dialect, and finding unbiased and reliable methods of evaluating test results. The test consists of 24 pairs of sentences which the student hears and repeats twice, once with the features under study occurring in the sentence and once without the feature. Speakers on the test tapes are white—an Illinois female, a Georgia male, and a Georgia female. Results of the test administered to 120 Negro and 100 white children in Georgia indicated a significant mean difference. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.) (JM)

ED 091 759
Stovem, Richard
Pub Date 69
Note—17p.: Reprinted from "Reading Research Quarterly," Summer 1969; For related documents see CS 201 320-375
EDRS Price MF-50.75 HC-$1.50 PLUS POSTAGE
Designed to discriminate Negro dialect speech from standard English, the Rystrom Dialect Test seeks to overcome three problems encountered in research about Negro speech; determining what stable elements distinguish Negro dialect from standard English, constructing a test easily administered to a young child and capable of measuring the differences in dialect, and finding unbiased and reliable methods of evaluating test results. The test consists of 24 pairs of sentences which the student hears and repeats twice, once with the features under study occurring in the sentence and once without the feature. Speakers on the test tapes are white—an Illinois female, a Georgia male, and a Georgia female. Results of the test administered to 120 Negro and 100 white children in Georgia indicated a significant mean difference. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.) (JM)
higher pitch levels than either the white vernacular or the formal Black English of the adult information, (2) a labeller 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 corresponding 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 reflect the 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)

ED 091 931
Harmin, Judith
An Annotated Bibliography of Recent Work on Black English. Note—42p.
EDRS Price MF-$0.75 HC-$1.55 PLUS POSTAGE


The material in this 125-item annotated bibliography is limited primarily to articles and reports published during 1971. The resources used were those available in the greater Rochester, N.Y., area. The Rochester Regional Library Council's "Union List of Serials" was the authority used for serial holdings of area libraries. ERIE document numbers, "Language and Language Behavior Abstracts" numbers, and "Dissertation Abstracts" numbers are provided where available. The items here include bibliographies, field reports, historical articles, state-of-the-art surveys, and other related material, but no book-length works. The annotations attempt to show each author's viewpoint and to indicate the audience intended if the title does not make that clear. (Author/KM)

ED 091 933
Wolfson, Walr
Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City.

EDRS Price MF-$0.75 HC Not Available from EDRS PLUS POSTAGE


This book looks at the essential dynamics of language contact and linguistic assimilation from a current sociolinguistic perspective by focusing on the English of second generation Puerto Rican adolescents in New York City. General sociolinguistic principles are extrapolated from the author's detailed investigation of several linguistic variables (i.e., syllable-final alveolar stops, nega-
students ingler typical conditions in the American speech community. (TO)

universal; the syntax of language is specific to a formal vocabulary. The syntax of thought taught without focusing on prestige or standard items, but not another set. The concepts can be.

demonstrated which may be followed in directing the development of conceptual clarity for any concept: concurrence, distinctness, appurtenance, dimensionality, self-activity, existential attribution, association, and functional dependence. Using these conceptual relations in conjunction with vocabulary acquisition, research has learned, formal, and informal language environments, a demonstration is presented of how a person may be able to express a concept using one set of vocabulary items, but not another set. The concepts can be taught without focusing on prestige or standard items, but not another set. The concepts can be.


ED 092 941 CS 201 233

Sternglass, Marilyn Steiner

Similitudes and Differences in Nonstandard Syntactic Features in the Compositions of Black and White College Students in Freshman Remedial Writing Classes.

Pub Date 73


Available from—University Microfilms, P.O. Box 7644, Ann Arbor, Michigan 48106 (Order No. 74 6672, MF-$4.50, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Caucasion Students, College Freshmen, Composition (Literal, Doctoral Theses, Educational Research, Higher Education, Language Usage, Negro Students, Nonstandard Dialects, Remedial Instruction

The purposes of this study were to determine the frequency of nonstandard linguistic patterns of black and white college freshmen in remedial writing classes in the Pittsburgh area and to correlate these features at a statistically significant level to the following linguistic variables: ethnic and language-history background, age, sex, and upward social mobility. There were four major research areas in the study: quantitative rather than qualitative differences in language usage; influences of language-history background of the subjects who produced nonstandard forms; awareness of nonstandard forms and the ability to suppress these forms; and use of a chi-square test which indicated that there was no statistically significant relationship between the production of nonstandard forms and nonlinguistic variables. The major pedagogical implication is that separate language materials are not needed for black and white students in remedial college-level writing classes. (Author/ED)

ED 092 943 CS 201 235

Gratz, Elizabeth Weber

A Study of an Experiment in Teaching a Unit in Dialectology to Selected English 10 Students in Two Iowa City High Schools by Classroom Teachers.

Pub Date 73


Available from—University Microfilms, P. O. Box 7644, Ann Arbor, Michigan 48106 (Order No. 74-7373, MF-$4.50, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Doctoral Theses, English Instruction, Knowledge Level, Regional Dialects, Secondary Education, Social Dialects, Student Attitudes, Unit Plan

The purpose of this study was to determine if students, under typical conditions in the American high school English curriculum, can improve their language skills and increase their knowledge about American regional and social dialects as a result of being taught a unit in dialectology. The experimental and control groups were comprised of 291 students from two Iowa City high schools. The experimental group was taught a three-week unit in dialectology, while the control group had no such unit. Participating teachers followed uniform lesson plans, used audiovisual materials prepared for the unit, and kept anecdotal records of their own and students' reactions to various items. The students also received a pretest and a posttest. Results indicated that students' attitudes toward and knowledge about dialects did change: on both attitude and knowledge measures the experimental method was significant in all analyses. It was further indicated that attitudes toward and knowledge about dialects changed as a result of being taught the unit and not because of different teachers, sections, sexes, or IQ scores. (HOD)

ED 092 965 CS 201 400

Gotfrith, Adele E.

Modeling and Verbalizations of Lower-Class, Black, Preschool Children: Educational Implications.

Pub Date Apr 74


EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE.


Two purposes guided this study: (1) to investigate the effects of modeling on the verbalizations of lower-class, black, preschool children; and (2) to investigate the relationships between the dialect employed by the model and children's language production. As subjects, 72 black, preschool children in lower-class neighborhood day care centers of New York City were randomly assigned to one of six conditions, with each group consisting of six boys and six girls. Models were two dark brown, neuter gender puppets representing an adult and a child, while visual stimuli consisted of three pictures—a drum, a clown, and a dog. In the pretest, a visual stimulus was presented to all children who then wrote a story about it. Four modeling conditions varied in either the linguistic style (Black English or standard English) or the relative lengths of the modeling story, while two control groups provided comparative information. Children's pretest and posttest responses were tape-recorded. The major finding revealed that modeling in a shorter sequence, using Black English, caused greater verbal productivity. (JM)

ED 092 980 CS 201 422

Duncan, John

The Necessity for an Investigation of Dialect Writing.

Pub Date Apr 74

Note—14p.; 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-$1.50 PLUS POSTAGE.

Descriptors—Dialect Studies, Linguistics, Negro Culture, Negro Dialects, Nonstandard Dialects, Standard Spoken Usage, Identifiers—Black English

The statement by the Executive Committee of the Conference on College Composition and Communication affirming the right to use one's own language—his dialect—poses a challenge deserving further research, especially as it concerns the classroom situation. Black English, a dialect with linguistic principles whose roots can be traced to West Africa, has not been accepted by most educators although it has been shown to bee a logical mode of expression. The effect of focusing standard English onto students accustomed to using Black English has been negligible. Moreover, the proposal that children be taught to read and write in their own dialects and then be allowed to switch to standard English after they have grasped the principle of correspondence between written letters and spoken language would not preserve our heritage of dialects, implicit in the right to language is the responsibility for communicability, but until more is written and understood in black English, many questions remain unanswered concerning its communicability. (JM)

ED 093 155 FL 004 947

O'Heim, Edna M.

A Phonoanalytic Analysis of the Language of Five Black Pre-School Children of Low Socioeconomic Status in Washington, D.C.

Spons Agency—National Inst. of Mental Health (DIIEW), Rockville, Md.

Note—68p.; EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE.


This study describes the segmental phonemes of five 4-year-old speakers of Black English, and analyzes both their language development and ethnic characteristics. The study group of Negro children, born and living in Washington, D.C., came from homes that met two of the three specific criteria based on the mother's education and family income. The interviews were tape-recorded within a 6-month period after each child had reached his fourth birthday. During the interview, language data was elicited by structuring the 30-45 minute sessions into four productive parts. The results demonstrated that the
What Is the Study of Variation Useful For?

Thomas, Ceinwen II.

Some Phonological Aspects of Some Welsh Dialects of South-East Wales.

Note—36p.; Article to appear in "Studia Celtica"; v9 1975

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE


Ongoing research conducted by the Welsh Language Research Unit of Cardiff, Wales is described. This research has concentrated mainly on recording and describing the phonology of some varieties of Welsh spoken in South-East Wales, particularly as it is associated with geographic areas and affected by population changes resulting from industrial development. The phonology of the dialects under study is compared and described in some detail. Tables illustrating the dialectal variations are included, as is a list of unpublished dissertations from the University of Wales on which the present work was based. (PM)

ED 093 166
Shay, Roger W.

What Is the Study of Variation Useful For?

Paper Date Oct 73


EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE


The study of language variation has brought linguists closer to some of the problems which concern our schools, namely, the teaching of reading, writing, and speaking. Through variability studies, answers can be found to questions about how to attain patterns, how to effect acceptability in school writing and talking, how to appreciate the dynamics of variation in the language of others, how to sequence language materials, how people set themselves off from each other through language, or how subtle variations in the pronunciation of conventional allophones was so pervasive as to affect a markedly nonstandard English dialect, which included both childish and Southern characteristics, as well as others whose identity was not so easily established. The child's patterns included marked instability in the consonant allophones and the presence of "babytalk" patterns, and the following patterns were: (1) Southern allophones in the vowel phone, and (2) the marked weakening of the phone /t/ in the final position. The other patterns included variable consonant omission in final and medial positions. (Author/LG)

ED 093 157

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FL 005 201

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Spelling is uniquely related to standard American pronunciation and departure is an interference. However, the word "bilingual" will sell these textbooks. (SW)

ED 094 390 CS 201 431
Gefvert, Constance J
The Descriptive * of the American Language: Ethnocentrism or Racism?
Pub Date Apr 74
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Modern linguistic research shows that the language of America is that spoken by all residents of the Americas, with many varieties influenced by other national languages (e.g., Spanish, African, American Indian). In addition, linguistic research has resulted in two competing theories about teaching standard English to that teaching standard English to a dialect-speaking child enables him to succeed in activities dominated by the white middle class (biculturism), and such insistance on the teaching of standard English is racist. This dilemma indicates the real problem to ethnocentrism, not racism, which is merely a subcategory of ethnocentrism. The vicious cycle of an ethnocentric society may be broken both through the growing awareness that not only black, beautiful but all ethnic groups are beautiful, and through a learning of the standard form of the language of America. (SM)

ED 094 413 CS 201 471
Mallif, Ronald G., Smith, Gary
Towards an Evolving Philosophy of Language Instruction in the Public Schools and Teaching Standard Usage to Non-Standard Speakers: A Report of an Experiment.
Pub Date 69
Note—45p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Linguistics Research and Demonstration Project
The first part of this Linguistics Research and Demonstration Project report presents articles which have greater implications for a theory of instruction in English than for practical activities for classroom utilization. It includes "Changing Emphasis on Formal Language Study," "The Growing Importance of and Emphasis on Oral Language Development," "From Composition to the Composing Process," "The Changing Appearance of the English Classroom," and "Implications for a Need to Modify English Teacher Education Programs." The second part of this report discusses the results of a social experiment in teaching standard usage to nonstandard speakers which concluded that a child expands his linguistic skills by receiving and producing sentences in relation to a particular audience, purpose, time, and place. (SW)

ED 094 419 CS 201 482
Nuber, E. Harris; Seymour, Harry N.
Speech Recognition Scores of White and Black Student-Teacher Listeners for Black and White First Grade Speakers, Final Technical Report.
Bureau No—BR-2-A-011-FTR
Pub Date Feb 74
Grant—OEG-1-72-0009(509)
Note—56p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
In order to investigate the possible consequences of dialectal differences in the classroom setting relative to the low income black and white first grade child and the prospective white middle-class teacher, 25 black and 25 white university listeners yielded speech recognition scores for 48 black and 48 white five-year-old urban school-children speakers for monosyllabic words. Each child contributed one word for either a quiet, 10 decibel signal-to-noise ratio, or 0 decibel signal-to-noise ratio listening condition. Words were intensity-equated, randomized, and taped. Results showed that white listeners' speech recognition was significantly poorer for black speakers than for white speakers, while black listeners scoring white speakers equaled black listeners scoring black speakers. Overall black listener speech recognition was significantly superior to that of white listener speech recognition. It was concluded that since inexperienced white student teachers manifested severe speech recognition problems with black children, structured bibliography training for white teachers may be fruitful. (Appendices provide an examination of the characteristics of black English and a table of the F-tests for means.) (Authors/SM)
Subject Index

The subject headings used here are terms from the Thesaurus of ERIC Descriptors and other terms used in indexing the abstracts. The numbers following each heading refer to the ED numbers in the upper left corner of each abstract. The abstracts are arranged in numerical order by ED numbers in the text, and may appear under more than one heading in the index.

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