

**SouthEastern  
Conference on Linguistics  
LXXV**

**Spring 2008**

*Language in Institutional Settings*

**April 3-5, 2008**

**Knoxville, Tennessee**

**Hilton Hotel**

**Organized by Bethany K. Dumas**

**The University of Tennessee, Knoxville**

**<dumasb@utk.edu>**

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# SECOL PROGRAM AT A GLANCE

THURSDAY, APRIL 3

**2:00-3:40**      **Concurrent Sessions**

1. Language Learning I (Sequoyah 3)
2. Workshop Session: From Petri Dish to IV Bag (Hiwasee)

**3:40-4:00**      **Break**

**4:00-5:40**      **Special Session**

3. Special Session of South Atlantic American Dialect Society (SAADS):  
Stating the Linguistic State of a State: Performing Linguistic Outreach (Sequoyah 3)

**5:30-7:00**      **Break**

**7:00-9:00**      **Special Session (Sequoyah 3)**

4. Implementing a Dialect-Awareness Program in Middle School: From Theory to Practice

FRIDAY, APRIL 4

**8:30-10:10**      **Concurrent Sessions**

5. Creoles (Salon A)
6. Cajun English and French (Salon B)
7. Language Maintenance and Attrition (Hiwasee)
8. Variation I (Sequoyah 3)

**10:10-10:30**      **Break**

**10:30-12:10**      **Concurrent Sessions**

9. Wired Campuses (Salon A)
10. International Linguistics (Salon B)
11. Variation II (Lexicon) (Hiwasee)
12. Variation III (Sequoyah 3)

**12:10-1:30**      **Break**

**1:30-3:10**      **Concurrent Sessions**

13. Acquisition of Vernacular English (Salon A)
14. World Englishes (Salon B)
15. Tense and Time (Hiwasee)
16. Trash, Trees, and Trouble (Sequoyah 3)

**3:10-3:30**      **Break**

**3:30-5:10**      **Special Session (Hiwasee)**

17. Compliments, Complements, and More

**5:30-7:00**      **Reception at St. John's Cathedral**

SATURDAY, APRIL 5

**8:30-10:10**      **Special Session (Hiwasee)**

18. Language Learning II

**10:10-10:300**      **Break**

**10:30-12:10**      **Special Session (Hiwasee)**

19. Nineteenth Century Corpora for the Twenty-First Century

# SECOL PROGRAM

THURSDAY, APRIL 3

2:00-3:40      Concurrent Sessions

## Session 1: Language Learning I (Sequoyah 3)

David Marlow, University of South Carolina-Upstate

*Teaching Undergraduate Linguistics Using an Audience Response System*

Rose Acen Upor, University of Georgia and Heather Lee Mello, University of Georgia

*Measurement of Correct Suppliance and Target-like Use of Articles and Passives in L2 Written Narrative*

Elizabeth Craig, The University of Georgia

*Function Words in Contrast: An Error Analysis of Prepositions and Articles in L2 Academic Writing*

Catherine Smith, Troy University and Heidi Vellenga, Northern Arizona University

*Increasing the Effectiveness of ESL/EFL Teacher Training Through Interlanguage Pragmatics, Discourse Analysis, and Inter-Disciplinary Innovations*

## Session 2: Workshop Session (Hiwasee)

Lee P. Shaffer, Independent Scholar, Beaufort, SC

*From Petri Dish to IV Bag: From Theory to Practice in Laypersons' Roles*

3:40-4:00      Break

4:00-5:40      Special Session (Sequoyah 3)

## Session 3: Special Session of the South Atlantic American Dialect Society (SAADS)

*Stating the Linguistic State of a State: Performing Linguistic Outreach*

Organizer and Moderator, Thomas Nunnally

Thomas Nunnally, Auburn University

*Politely Promoting Linguistic Tolerance and Understanding, or, An Iron Fist in Velvet Vowels*

Michael D. Picone, University of Alabama

*Linguistic Archaeology: Uncovering the State's Ignored Historical Riches*

Robin Sabino, Auburn University

*Celebrating Language Rebirth: Back from the Trail of Tears*

Catherine Evans Davies, University of Alabama

*Repackaging for Readers: From State Humanities Road Show to Print Medium*

Crawford Feagin, Independent Scholar

*Giving Form to Fog: Technically Defining the Southern Drawl*

Respondent: Walt Wolfram, North Carolina State University and the NCLLP

*The Alabama Project and Life Project? Reaction*

5:30-7:00      Break

7:00-9:00      Special Session (Sequoyah 3)

## Session 4: Implementing a Dialect Awareness Program in the Middle-School Classroom: From Theory to Practice

Walt Wolfram, North Carolina State University, Panel Organizer

Jeffrey Reaser, North Carolina State University

Hannah Askin, North Carolina State University

Ashley Wise, North Carolina State University

TBA, Middle School Teacher, Wake County School System

**FRIDAY, APRIL 4**

**8:30-10:10      Concurrent Sessions**

**Session 5: Creoles (Salon A)**

Robin Sabino and Efrossini Albrecht-Piliouni

*Contextualizing Oldendorp's Eighteenth-Century Creole Genesis, Second Language Acquisition, and Plural Marking*

Erin Callahan, North Carolina State University

*Peak Alignment in Hispanic English: New Trajectories of Language Contact and Change*

**Session 6: Cajun English and French (Salon B)**

Richard Winters, University of Louisiana at Lafayette

*Matrix Wh-Questions with Subject-Verb Order in Cajun Vernacular English*

Nathalie Dajko, Tulane University and Katie Carmichael, Tulane University

*But qui cest la difference? Discourse Markers in Louisiana French: The Case of "but" vs. "mais"*

Robert Connor, Louisiana State University

*Le mot juste dans l'anglais d'une famille des <<Coon-Asses>> en Louisiane*

**Session 7: Language Maintenance and Attrition (Hiwassee)**

Becky Child, Coastal Carolina University and Gerard Van Herk, Memorial University of Newfoundland

*A Linguistic Time Machine: What Newfoundland Can Tell Us About Earlier Southern English and African American English*

Raluca Negrisanu, The University of Tennessee

*Aspects of First Language Attrition: A Case Study of German Immigrants to East Tennessee*

Jeffrey Davis, The University of Tennessee and Dane Bell, University of Tennessee

*Developing a Digital Language Corpus of Smithsonian Institution Collections: Preservation of American Indian Sign Language*

**Session 8: Variation I (Sequoyah 3)**

Terry Lynn Irons, Morehead State University

*Say What? How Southerners Hear Yankees: A Cross-Dialectal Comprehension Study*

Alexis Smith, North Carolina State University and Walt Wolfram, North Carolina State University

*Understanding Dialect Recession: Integrating Real Time and Apparent Time Perspectives*

María E. Johnson, University of Alabama and Michael D. Picone, University of Alabama

*The Evolving Role of Spanish in Northwest Alabama*

Leah White, North Carolina State University

*Exploring Family Influence: An Analysis of Sibling Speech Among Hispanic English Speakers in North Carolina*

Michael Putnam, Carson Newman University

*Exploring the Left Periphery in Appalachian English*

**10:10-10:30      Break**

**10:30-12:10      Concurrent Sessions**

**Session 9: Wired Campuses: A Look at the Ways Perceptions of Technology Intersect with Perceptions of Educational Value and Academic Success (Salon A)**

Organizer and Discussant: Sage Graham, University of Memphis

Andy Kelly and Shieri Ozawa, University of Memphis

*Giving Learning More 'Texture': Student and Teacher Perceptions of Technology in Japanese Classes*

Hyun Min and Jessica Carroll

*Gender and Technology: How Girls Feel About I.T.*

**Panel 10: International Linguistics (Salon B)**

Seongha Rhee, Hankuk University of Foreign Studies, Seoul, Korea  
*At the Borderland of Grammaticalization and Lexicalization: A Case in Korean*  
Shaligram Shukla, Georgetown University  
*Hindi in India: A Case of Language Conflict and Resolution*  
Solomon Sara, S.J., Georgetown University  
*Ṣibn Mandūwr and Arabic Phonetics*

**Session 11: Variation II — Lexicon (Hiwasee)**

Natasha McKellar, Old Dominion University  
*Nannies of the World Unite: Discourse Analysis of Domestic Labor*  
Shannon Luders-Manuel, University of Massachusetts Amherst  
*Double-Consciousness in the Lexicon: Prescription vs. Description in Dictionary History*  
Allison Burkette, University of Mississippi  
*Chester Drawers Goes to the Deep South: Lexical Variation in Case Furniture Terms*

**Session 12: Variation III (Sequoyah 3)**

James Daniel Hasty, Michigan State University  
*Oh, I Don't Know: A Study of /o/ Fronting in Northeast Tennessee*  
Beth Topping, Auburn University, and Anna Oggs, Auburn University  
*From the Small Town to the Mill Town: Tracing the Monophthongization of /ai/ Among Depression Era Southerners from East Alabama to Columbus, Georgia*  
Janneke Van Hofegen, North Carolina State University  
*The Evolution of /l/ Across Three Generations of African Americans*

**12:10-1:30      Break**

**1:30-3:10      Concurrent Sessions**

**Session 13: Acquisition of Vernacular English (Salon A)**

Stephany Dunstan, North Carolina State University  
*The Use of AAVE Grammatical Features by Hispanic Adolescents in Two North Carolina Communities*  
Mary Elizabeth Kohn, North Carolina State University and Hannah Askin, North Carolina State University  
*I be like, 'He talked about what he talked about': Latino and African American English Quotative System*  
Danica Cullinan, North Carolina State University  
*The Acquisition of English Negative Intonation by Spanish Bilingual Adolescents*

**Session 14: World Englishes (Salon B)**

Martha Michieka, East Tennessee State University  
*Bringing World Englishes to the North American Classrooms*  
Virginia Amberman, Old Dominion University  
*Agents, Patients, and Agent Deletion in Official English Rhetoric: A CDA Approach*  
Elizabeth A. Martinez-Gibson, College of Charleston  
*Spanish, English, and/or both: The Advertising World of Spanish-speaking Countries*

**Session 15: Tense and Time (Hiwasee)**

Charlotte Vaughn, North Carolina State University  
*Inter- and intra-Speaker Variation in Speech Timing*  
Karen W. Burdette, Tennessee Technological University  
*Form Vs. Function: Real Tiempo and Verb Tiempo in Spanish*  
Alicia Cipria, University of Alabama  
*Spanish Futurate Interpretations and Periphrastic vs. Simple Forms*  
Robert L. Trammel, Florida Atlantic University  
*Ambisyllabic Consonants: A Key to Correct Stress, Syllabification and Rhythm in ESL*

**Session 16: Trash, Trees, and Trouble (Sequoyah 3)**

Bethany K. Dumas, The University of Tennessee

*Talkin' Trash: The Course*

Megan E. Melançon, Georgia College and State University

*Sexual Innuendo in Tree Speech*

Catherine Ann Davies, The University of Alabama

*CTO—“Central Taking/Takin’/Taken Over”: A Local Controversy Over Southern Vernacular Speech*

**3:10-3:30 Break**

**3:30-5:10 Special Session (Salon C)**

**Session 17: Compliments, Complements, and More (Hiwasee)**

Stephen J. Nagle and Sara L. Sanders, Coastal Carolina University

*Double “THAT” Complementation in English*

Xiaohao Huang, University of North Dakota

*An Analysis of Institutional Use of Language: A Case of Compliment in Academic Written Discourse*

Csilla Weninger, Vanderbilt University

*Investigating Semantic Roles Through Corpus Analysis*

**5:30-7:30 Reception at St. John’s Cathedral**

**SATURDAY, APRIL 5**

**8:30-10:10: Session 18: Language Learning II (Hiwasee)**

Benjamin Torbert, University of Missouri-St. Louis

*Using Literature and Song to Teach Linguistic Syntax*

Jo Tyler, University of Mary Washington

*What Reading Teachers Need to Know About Languages and How to Teach Them*

Susan Piper, Auburn University and Auburn City Schools

*Improved Written Competence for English Language Learners*

Sam Francis, College of Charleston

*Examining Classroom Contexts for Second Language Learning*

**10:10-10:30 Break**

**10:30-12:10 Special Session (Hiwasee)**

**Session 19: Nineteenth-Century Corpora for the Twenty-First Century**

Organizer: Michael Montgomery, The University of South Carolina

Lucia Siebers, University of Regensburg

*Corpus of Older African American Letters (800-1000 Letters by African Americans Prior to 1900)*

Michael Ellis, Missouri State University

*Corpus of Appalachian Civil War Letters (150 Letters by Confederate and Union Soldiers and Their Families, 1861-1865)*

Michael Montgomery, University of South Carolina

*Archive of Traditional Appalachian Speech (1,000,000 Words of Speech from Speakers Born Between 1843 and 1915 Recorded in Seven Areas of Appalachia)*

## ABSTRACTS

**Virginia Amberman**, Old Dominion University

*Agents, Patients, and Agent Deletion in Official English Rhetoric: A CDA Approach*

The rhetoric promoting the official English movement reveals expectations concerning participant roles and assumptions regarding the underlying social issues. This analysis will explore these features in samples of Newt Gingrich's rhetoric. Mr. Gingrich's use of such grammatical features as *collective agents* and *agent deletion* and his use of the legislation rather than the affected individuals as *patients* strategically diverts emphasis away from individual participants and the effects of the policy in question.

My methodology was modeled according to the description of CDA provided in Blommaert & Bulcaen (2000), Johnstone (2008), Meyer (2001) and Wodak (2001). In particular, power relationships, ideology, and social implications are explored here. Eagleton (1991), Gerring (1997), Lippi-Green (1997), van Dijk (1996), and Woolard & Schiefflin (1994) provide additional information regarding ideologies, and these perspectives informed my analysis. In addition, a variety of social issues discussed in Crawford (1992) are considered here. Finally, my analysis of the use of grammatical features incorporates the work of Diamond (1996), Finegan (2004), Greenbaum & Quirk (1990), Kuo & Nakamura (2005), Riggins (1997) and Siewierska (2004).

The following examples are representative of my analysis:

- (1) We should ensure that any comprehensive immigration reform includes a commitment to promote citizenship.
- (2) Specific Citizenship Reform measures should include enforcing the Oath of Allegiance.

While Example (1) above includes the *collective agent we*, Example (2) demonstrates *agent deletion* through *nominalization*. In addition, both of these Examples illustrate the use of the policy as the *patient*. This distribution of *agents* and *patients* is relevant for a number of reasons. For example, this pattern implies that both the power to bring about legislative changes and the responsibility for any negative consequences of such change are shared. This minimizes the actions of any particular *agent*, highlights the policy, and suggests an indirect interaction among participants. This combined effect benefits Mr. Gingrich and his co-participants and is disadvantageous to the affected immigrants, as it downplays their role in the process.

**Karen W. Burdette**, Tennessee Technological University

*Form vs. Function: RealL TIEMPO and Verb TIEMPO in Spanish*

Grammatical labels are nothing more than a convenient shorthand notation for the semantic values – or function -- of specific grammatical forms of a language, just as a word is a shorthand notation for the complex concepts that the given word represents. Such grammatical labels are necessarily overly simplistic, since there is no way to describe in a single word the many functions that a given form may represent. This paper explores the reality of time and tense (both of which are translated as 'tiempo' in Spanish), and then considers the true semantic values, i.e. the 'real-time' *signifiés*, of the grammatical labels conventionally used in verb paradigms in Spanish. In other words, do these labels represent what they appear to represent? Do Present tense forms, for example, necessarily represent the present time in a literal sense? Does the Past Subjunctive form always literally represent an event in the past?

This paper discusses real time (the time frame in which verb forms actually function) vs. tense time (how verb forms are traditionally labeled) and demonstrates the wide range of semantic values represented by the many verb forms in the Spanish language. When certain grammatical notations are used to amplify or specify the *signifié* of a verb, these grammatical designations are just shorthand notations for the many possible semantic values linked to the *signifiant*, the other half of the linguistic sign. Whenever grammatical notations or labels are used, these notations represent a whole range of possible semantic notions, which are further defined by the context of the entire utterance. In many, if not most, cases in Spanish, the context of a given utterance and the collocations, or other words surrounding the given verb form, are necessary to help determine the true function or semantic value of the verb form in question.

This analysis of form vs. function in Spanish verbs is quite relevant to an analogical model of language, as in Bybee's (1985, 1988) model of morpholexical organization and the present author's rule-and-feature based morpholexical analysis of the Spanish verbal system. The semantic values, i.e. the 'real-time' functions, of the *signifiés*, are important for the connections among forms in the lexicon, since forms are connected via semantic and/or phonological similarities. In addition to the relevance to an analogical model of language, there are obvious pedagogical implications for this discussion of the discrepancies between grammatical labels and the reality they represent for Spanish verbs.

**Allison Burkette**, University of Mississippi

*Chester Drawers Goes to the Deep South: Lexical Variation in Case Furniture Terms*

Ten years and 400 miles separate the initial 'Chester Drawers' data (Burkette 2001) collected in 1997 in Athens, Georgia, from data recently collected in Oxford, Mississippi. Like its predecessor, the present study examines data collected from surveys in which participants were asked to identify various pieces of case furniture. Simple, black

and white line drawings of five different furniture pieces were used to elicit survey responses, 90 of which were completed by young adults from Mississippi, Alabama, southwestern Tennessee, and Louisiana.

“Chester Drawers Goes to the Deep South” offers an analysis of the current survey results, including a discussion of the most frequent responses given, the amount of variation present (i.e. the number of terms elicited for each item), as well as the overall pattern of variation. Along the way, this paper is also able to address the more general issue of using pictures to elicit lexical variation.

In addition, the distance – temporal and regional - between the 1997 survey and the current study provides an opportunity for comparison. Do the Deep South responses resemble those given by their Georgia predecessors? An initial analysis of the present survey results suggests a difference between the lexical choices of Georgia natives and those made by their Deep South counterparts.

**Erin Callahan**, North Carolina State University

*Peak Alignment in Hispanic English: New Trajectories of Language Contact and Change*

The intonational features of dialects have been seldom investigated by researchers in studies of sociolinguistics and instrumental acoustics. Specifically, the novel intonation systems of ethnic contact dialects, where data is available on the competing constraints of “parent” languages, is especially valuable in a number of ways. First, these types of addresses may help distill broader theoretical questions regarding so-called “segmental anchoring,” “secondary association” and the “phonemics” of alignment currently debated in studies of intonational phonology (e.g. Atterer & Ladd 2004). Second, the intonation of ethnic contact dialects informs questions of the first and second language acquisition of both segmental and intonational rules. What can the patterns of peak alignment in Hispanic English tell us about the inherent organization of segmental vs. intonational systems in speech? How do speakers learn the tunes and segments of a second language relative to those of their first? How do these contact patterns of segmental and tonal rubrics stabilize into diagnostic dialect features? As a pilot study on peak alignment in Hispanic English, this study compares the alignment patterns of the nuclear peak accent rise gesture in Hispanic English (HE) to the analogous gestures in both “substratal” Mexican Spanish and a local contact variety of Southern Anglo English (SAE). In addition to language variety, I investigate syllable duration as a factor on peak alignment. Finally, I discuss how variation in peak “key” (the average pitch range which constitutes the rise gesture) in all three varieties sheds light on alternate models of patterning between all three language systems.

**Becky Childs**, Coastal Carolina University

*A Linguistic Time Machine: What Newfoundland Can Tell Us about Earlier Southern English and African American English*

Within sociolinguistics, questions persist about the contributions of donor varieties to the formation of New World Englishes, especially African American English (AAE) (Poplack & Tagliamonte 2001, Winford 1998, Wolfram and Thomas 2002) and Southern American English (SAE) varieties (Montgomery 1989; Nagle and Sanders 2003). Researchers attempt to identify not only the donor varieties involved in creating each dialect, but also the types of dialect features that persist or are created in situations of dialect mixture.

Historical sociolinguistic research highlights the value of isolated varieties as evidence of earlier stages of AAE and SAE (Wolfram and Thomas 2002; Poplack and Tagliamonte 2001; Singler 1989). In this paper, we seek clues to *processes* of dialect retention and convergence in earlier stages of those varieties, through investigation of a larger isolated speech community, that of Newfoundland in eastern Canada (Clarke 1997, 2004; Childs, Van Herk and Thorburn 2007). Newfoundland English (NE) shares with the American varieties input populations from southeastern Ireland and southwestern England. However, it lacks significant contributions from other languages or language varieties, and has until recently featured limited dialect mixture or urbanization. Thus, research on NE can provide insight into the factors that would have operated in the earliest development of SAE and AAE, and suggest which input features would have been robust and salient enough to have been retained in SAE and adopted in AAE.

Working from sociolinguistic interviews in an urbanizing mixed-input fishing community, usage questionnaires, and earlier dialectological work, we demonstrate the persistence in NE of such distinct features as existential *it*, preverbal habitual *steady*, 3<sup>rd</sup>-singular *don't*, and a range of rich morphological and phonological variation all found in SAE and NE. We also investigate how contemporary Newfoundland dialect contact phenomena (especially the progress of habitual *be*) may inform our knowledge of similar developments in AAE.

**Alicia Cipria**, University of Alabama

*Spanish futurate interpretations and periphrastic vs. simple forms*

Spanish admits no futurate reading for the present progressive (estar+-ndo; (1b,d)) (as English be+-ing does), though it does for the simple present (1 a-c). However, some examples in US Spanish and other dialects (e.g. Argentinian) have started to show up in everyday speech, though irregularly and limited to some movement verbs. (cf. the ? in (1b), and (1d), with a non-movement verb)

Torres Cacoulios (2000) found no evidence that, in US bilinguals, the futurate is becoming more widespread with the periphrasis than with simple present; and it is not more widespread in bilinguals than in monolinguals.

I argue the Spanish distinction between the simple present and the progressive is a real one, due to the less

ambiguous nature of the periphrasis; as demonstrated by Cipria and Roberts (2002) for the past dimension. And speakers will continue to exploit this distinction to avoid ambiguity, as TC's data shows. C& R (2002) analyze Spanish *imperfecto* as ambiguous, when compared with the past periphrasis with *estar*. In my presentation, I combine C&R's analysis of past forms (based on internal structure of events), with TC's study.

With (2a-c), I show evidence for the distinction between progressive and futurate readings in the present dimension. (2a) is ambiguous between the two readings, in addition to the habitual. (2b), with the periphrasis, is synonymous with the progressive reading of (2a) (and also habitual), while (2c), with the periphrastic future *ir a*, is synonymous with the futurate reading of (2a). One of these readings might be true while the other is false, showing the sentences are not synonymous; e.g. for (2b) to be true Lara must be singing right now or have already started doing it habitually, while this is not the case with (2c). (2b) does not get a futurate interpretation even with a future time adverbial.

- (1) a. Lara sale mañana  
'Lara leaves tomorrow.'  
b. ? Lara está saliendo mañana  
'Lara is leaving tomorrow.'  
c. Almorzamos mañana  
'We have lunch tomorrow.'  
d. \*Estamos almorzando mañana  
'We are having lunch tomorrow.'
- (2) a. Lara canta en el Colón.  
'Lara sings at the Colón.'  
b. \*Lara está cantando en el Colón (mañana).  
'Lara is singing at the Colón (tomorrow).'  
c. Lara va a cantar en el Colón.  
'Lara is going to sing at the Colón.'

**Robert Connor, Louisiana State University**

*Le mot juste dans l'anglais d'une famille des « Coon-Asses » en Louisiane*

Cette ethnographie de l'anglais des « Coon-Asses » examine l'usage des mots français de huit membres d'une famille d'héritage francophone en Louisiane. Ces participants ne s'identifient pas avec les cadiens mais s'appellent « Coon-Asses ». Pendant leur jeunesse, la matriarche et sa sœur avait parlé français chez leur mère, mais quand elles se sont mariées avec leurs époux, elles avaient élevé leur filles comme anglophones. La famille ne parle que l'anglais, mais ils parlent certains mots-clés français comme une marque d'identité de la famille. Ces mots sont réservés à la vie privée de la famille et ne sont pas parlé au public. Les mots de cette famille incluent *roder, gris-gris, envie, fais do do, boudier, parrain, et marraine*. La famille nie que les mots sont français, mais les mots retiennent leurs sens français traditionnels. De plus, leur discours a les mots onomatopées *cha bi bi* et *bfut*. Johnstone (1996, 1997, 1999) emphatise l'individu et son désir de s'exprimer comme un raison principal de l'existence de variétés de langues. Car cette famille n'a pas gardé ces mots-clés par hasard, le cas de cette famille est un exemple de l'interaction de culture et la langue familiale. Cette interaction emphatise l'importance de famille dans la mort de langue.

**Elizabeth Craig, University of Georgia Linguistics Program**

*Function Words in Contrast: An Error Analysis of Prepositions and Articles in SLW*

This is a pilot study for the researcher's dissertation topic, which will focus on a contrastive corpus analysis of the usage of prepositions in NS and NNS academic essays submitted for freshman composition classes at a four-year university over the past five years. The intended outcome of that work will be to produce a bilingual phrasal thesaurus (English/Spanish) based on the frequency and collocations of prepositions in use by native speakers in their academic writing and providing accurate translations into Spanish of those phrases deemed most useful by their frequency in the genre. The researcher hopes to ultimately equip Spanish-speaking students pursuing higher education in English with a reference tool for accurately building complex noun phrases and hence more NS-like sentences in their academic writing. The present study is a justification of the need for such a tool at the advanced English learner level.

John Sinclair (*COBUILD*) and Michael Lewis (2000) contend that the separation of grammar and lexis in language teaching goes against natural language learning processes. In a more "lexical approach," by teaching frequent collocations and phrasal patterns in the ESL/EFL classroom rather than isolated vocabulary lists and abstract grammar rules separately, NNS students are better prepared to perform on a par with native speakers. A phraseology of English incorporating pattern congruity is seen as more in line with the non-linear, cognitive processes involved in learning a language.

In a corpus comparison of word classes in use across various registers, Biber et al (1999) found that nouns (and hence their colligates such as determiners and prepositional phrases) are most common in news and academic prose and least common in conversation, where more verbs and adverbs abound. So the building of complex noun phrases would be a very practical skill for students learning to write academically in English. Function words in

English are particularly troublesome for non-native speakers even at advanced levels of academic writing, especially because they tend to be reduced in speech and neglected in grammar and vocabulary textbooks and lessons. This study seeks to identify the percentage of errors in NNS academic writing with regard to articles and prepositions by speakers of vastly differing native languages. In the present study, the researcher wishes to answer two basic questions with regard to error analysis in L2 academic writing: Are English articles more difficult to master for native speakers of Asian languages? Are English prepositions more difficult to master for native speakers of Spanish?

**Danica Cullinan**, North Carolina State University

#### The Acquisition of English Negative Intonation by Spanish Bilingual Adolescents

Many native Spanish-speaking students continue to use their first language in the home while being exposed to formal and informal varieties of English in their school and social environments. While English proficiency is assessed formally by curriculum-based testing, it is also informally judged by peers and other listeners. There are many factors that contribute to accent and intelligibility but one of the little-discussed dimensions is the role of intonation and pitch prominence. How can the acquisition of intonation be measured? To what extent is a speaker's acquisition of these intonational norms affected by length of residency (LOR), proficiency level, and other background factors? This study examines the acquisition of intonation by focusing on one dimension: the location of pitch prominence within a negative phrase.

The negative particle in English typically serves the important function of presenting new information, thus, within an intonational phrase it can be distinguished by a prominent pitch accent. However, studies have shown that the location of pitch prominence may vary according to register as well as social context; speech elicited in formal, non-interactive settings may locate prominent pitch on the negative particle, flagging its phrasal focus, whereas speech in conversational situations involves other social considerations that may affect its placement.

In the analysis, phrases with negative particles were extracted from recordings made in casual sociolinguistic interview settings involving two groups of speakers: Hispanic bilingual students enrolled in English as a Second Language (ESL) and English monolinguals. Extracted phrases were analyzed using PRAAT to determine the location of prominent pitch accent according to syntactic category. Results for English monolinguals suggest that when speakers assume a role of "information giver", as in the sociolinguistic interview setting, the resulting intonation norm is to locate pitch prominence on the negative particle. Results for the Hispanic bilingual students varied, but showed that agreement with the English monolingual pattern of pitch placement increased as LOR increased.

**Nathalie Dajko** Tulane University, **Katie Carmichael**, Tulane University

#### *But qui c'est la différence? Discourse Markers in Louisiana French: The Case of "but" vs. "mais"*

This paper examines the use of the English discourse marker *but* and its French equivalent *mais* in the French speech of bilingual Louisiana francophones. Previous research on discourse markers in the context of language contact has shown a variety of potential outcomes: discourse markers may replace native systems, may accompany their equivalents in doublets, or may exist in complementary distribution (Torres 2002). Dispute often centers on whether the particle more properly represents a codeswitch, a borrowing, or an example of convergence (e.g. Salmons 1990, Brody 1995, Torres 2002). Based on data collected between 2004 and 2007 in Terrebonne and Lafourche Parishes, this paper examines the status of *but* and *mais* across three types of speaker: French-dominant, balanced bilingual, and English-dominant. These particles provide an interesting case study of the role of discourse markers in situations of language contact, as the transference of *but* into Louisiana French, which occurs at a very high frequency, has not been accompanied by a concomitant reduction in importance of the French equivalent *mais*. Indeed, *mais* remains a highly salient discourse marker, so salient that it is transferred with possibly emblematic function into Cajun English (e.g. "Mais, I already saw that movie"). Though the markers show an overlapping distribution of semantic function (neither is used exclusively in any semantic context), the English *but* tends to appear clause-initially or preceded by a pause, thus increasing its salience. This supports previous research suggesting that markers of foreign origin may be chosen for added saliency or for metalinguistic function (Maschler 1994, de Rooij 2000).

**Catherine Evans Davies**, The University of Alabama

#### *CTO = "Central Taking/Takin'/Taken Over": A Local Controversy over Southern Vernacular English*

This paper tracks a recent local controversy in Alabama involving the grammar of a slogan used by a championship high school football team, and documents an attempt by a local academic sociolinguist to participate appropriately following Wolfram's principle of linguistic gratuity. The presentation will include representations of the slogan in both oral and written forms (including an audio slide show created by the students), and will show the progression of the controversy in the local newspaper, starting with sports articles and then leading to an Op Ed from a "retired local educator" and response Letters to the Editor by a high school student and teacher. The local sociolinguist gathered information from key people both at the newspaper and at the high school, and explored MySpace and YouTube for the hip hop connection. The sociolinguist was invited to meet at the high school with the principal and two students (the originator of the slogan and the LTE writer). At this meeting she explained her purpose, heard the perspectives of the students and principal, provided copies of a draft Op Ed on the topic, and then left it up to them

whether she should submit it to the local newspaper. Her draft Op Ed, in discussing the slogan from a sociolinguistic perspective, made the connection between the slogan and Southern Vernacular English, and further linked vernacular usage to football programs. As of January 7, 2007, the sociolinguist is waiting to hear from the high school. Any subsequent events will be included in the presentation.

**Jeffrey Davis**, University of Tennessee and **Dane Bell**, University of Tennessee

*Developing a Digital Language Corpus of Smithsonian Institution Collections: Preservation of American Indian Sign Language*

his presentation describes the processes and outcomes of a highly collaborative and multidisciplinary Documenting Endangered Languages (DEL) project that was supported by the National Endowment for the Humanities and National Science Foundation in 2006-2007. The project focuses on previous anthropological linguistic field research indicating that sign language was used within most of the language families indigenous to North America. Original studies were carried out by some of the first anthropologists working at the Smithsonian during the 19th and early 20th centuries. Although the traditional way of signing among American Indians is greatly diminished in use from previous times, current linguistic research shows that it is still used within some native groups in storytelling, rituals, legends, and prayers, and by American Indians who are deaf. It is considered distinct from American Sign Language (ASL).

The best and largest known source of historical linguistic documentation of American Indian languages (signed, spoken, and written) is the National Anthropological Archives and Human Studies Film Archives at the Smithsonian Institution. This presentation will describe our collaboration with multiple institutions to develop an online language corpus—including lexical descriptions, illustrations, annotations, and films—of the sign language used by American Indians. For example, we collected and digitized primary source material from the archives and created annotations, translations, and captions for the illustrations and films. These materials have been placed into an online archive co-hosted by the University of Tennessee and the Smithsonian Institution.

The chief aim of the project is to make this language corpus accessible to a wider audience—particularly to linguists and individuals from the communities where these signed languages once thrived—in order to contribute to further scholarship and language revitalization efforts. We will discuss the successes and challenges of working with various institutions and organizations to bring this project to fruition, and share information about DEL initiatives—such as best practices of Electronic-Metastructure for Endangered Language Data (E-MELD) and the Open Language Archive Community.

**Bethany K. Dumas**, The University of Tennessee

*Talkin' Trash: The Course*

This paper describes an upper-level university linguistics course (offered 2006 and 2007) that uses genres of contemporary verbal sparring (talkin' trash, the dozens, etc.) to teach basic sociolinguistic concepts to students who are neither linguistics majors nor English majors. Its primary aim is to involve students in research projects in such a way that basic sociolinguistic concepts become clear as they do their research. The focus is on speech community identification and variation and thus features work on social and regional variation, age-grading, code-switching, the nature and function of non-standard language (especially vocabulary, as in slang), current notions of *bad language*, and ethical & methodological issues in linguistic fieldwork.

The paper begins with a brief history of the course (its genesis, strategies for its creation), then describes course content and student requirements. It concludes with a brief description of student research and pedagogical implications. The description also includes cautions and guidance regarding legal ramifications and political correctness concerns with regard to the potentially offensive nature of some of the language used in the course. Using the video “American Tongues,” dictionaries, and publications by Abrahams, Adams, Battistella, Dumas, Dumas and Lighter, Frankfurt, Hughes, Johnson, Johnstone, MeEnery, Nelson, Sheidlower, Spears, and Truss, students become familiar with regional and social variation in American English, slang, the dozens, toasts, and call-and-response and general participatory patterns. Using the film “Crash,” they study insults and racist labels. They hear from guest speakers (in 2007, an African American professor from southern Mississippi, a lexicographer, a priest, and a defense attorney). At midterm, they analyze a court case in which a claim of discrimination was made on the basis of a single word. They then conduct research in such diverse contexts as school buses, courtrooms, bars, and locker rooms. (In 2007, various f-words were studied.) The paper concludes by describing the content of some student papers and suggesting the most important concept learned was the importance of context.

**Stephany Dunstan**, North Carolina State University

*The Use of AAVE Grammatical Features by Hispanic Adolescents in Two North Carolina Communities*

The focus of this study was to examine and describe the way that adolescents from two newly established Hispanic communities in North Carolina are using grammatical features of African American English in their speech, and to observe how the use of these features varies between the two communities. Previous studies have observed the use of AAVE features within Hispanic communities in the United States, such as within Puerto Rican communities (Wolfgram 1974, Poplack 1978, Labov and Harris 1986, Wolford 2006) and Chicano communities (Fought 2003). These previous studies have focused on the speech of Hispanic populations in urban environments, such as New York,

Philadelphia, and Los Angeles. This study aims to not only account for the use of AAVE features from speakers in the urban setting of Durham, North Carolina, but also to describe the use of these features in the rural town of Zebulon, North Carolina, and observe how usage may differ in rural and urban environments in close proximity to one another. Additionally, while the Hispanic communities in New York, Philadelphia and Los Angeles are long-established communities, the communities in North Carolina are relatively new, having only experienced large population influx within the past twenty years. This study examines three grammatical features that are commonly associated with African American Vernacular English: invariant 'be', copula deletion, and third person singular -s absence. Similar to the findings of Poplack (1978) and Wolford (2006), extensive, direct contact with African Americans did not seem to be necessary for speakers to use these features, and in fact, level of contact with African Americans seemed produce no apparent trends in usage. Additionally, this study found a striking difference in usage of AAVE grammatical features between the speakers in Durham and Zebulon, with speakers from Durham using AAVE grammatical features much more frequently than speakers in Zebulon, where in some cases, AAVE grammatical features were categorically absent.

**Sam Francis**, College of Charleston, Department of Hispanic Studies

*Examining Classroom Contexts for Second Language Learning*

Many variables influence how learners become proficient in a second language. Among those variables which may be planned and manipulated by instructors is the context in which the learning takes place. While much attention has been given to learning that takes place in an academic year classroom, other researchers have investigated the study abroad context. The present study presents data that compares beginning-level students enrolled in a traditional semester-long Spanish course with those who participated in an intensive summer program.

Two groups of beginning-level learners participated in the study. Both used a syllabus based on a common curriculum and textbook. The variable differentiating the groups was the context of the classroom structure. One group, typical of an academic year classroom, met for 150 minutes per week during 15 weeks. The other, an intensive summer program, met for 30 hours per week during three weeks.

Students' proficiencies in grammar, vocabulary and cultural information were measured in a pretest and again in a posttest immediately after conclusion of the courses. Data were analyzed using two-tailed t-tests to compare the groups' outcomes in these areas and results indicated that those in the intensive course scored significantly higher in grammar and vocabulary than those in the traditional classroom setting. There was no significant difference observed in the knowledge of cultural information between the two groups.

The researcher interprets these data in terms of the learning contexts and includes discussion and implications of the findings. Some comparison of learners in a study abroad context provides additional support for the findings in the present study. Finally, a detailed examination of the context and content of the courses observed is presented and directions for future research are suggested.

**Sage Lambert Graham**, University of Memphis, Organizer

*Wired campuses: A look at the ways that perceptions of technology intersect with perceptions of educational value and academic success*

Andy Kelly & Shieri Ozawa, *Giving learning more 'texture': Student and*

*teacher perceptions of technology in Japanese classes.*

Hyun Min & Jessica Carroll, *Gender and technology: How girls feel about I.T.*

Papers followed by Roundtable discussion addressing the ways that technology use in the classroom affects/reflects expectations about (successful) learning. The discussion will address the tension between (a) incentives/pressure to use technology by Universities and (b) potential obstacles faced by faculty and students trying to integrate new technologies into the classroom."

**James Daniel Hasty**, Michigan State University

*Oh, I don't know: A study of /o/ fronting in Northeast Tennessee*

Though several studies have shown that in the South the high back vowels are undergoing fronting, the fronting of the mid-high tense back vowel /o/ has received less attention. While researchers have noted that /o/ is participating in this Back Shift, detailed studies of /o/ fronting in the Inland South have been lacking. Employing an apparent time analysis of an extended family in Northeast Tennessee, this paper tracks the progression of /o/ fronting in this area noting differences between the generations as evidence of a change over time. Since until only recently (Fridland and Bartlett 2006) pre-liquid was the only environment shown to condition /o/ fronting mentioned in the literature, the present study observes /o/ in multiple phonological environments and reveals that there may be other environments that condition fronting. Additionally the present study demonstrates that there are differences between the age groups in which specific environments fronting is favored or disfavored which suggests a change occurring over time.

Agreeing with Thomas's (1989) hypothesis that /o/ fronting is spreading west from its starting point in the Outer Banks of North Carolina, this paper shows that /o/ fronting is increasing overtime in Northeast Tennessee. Besides the restriction of fronting before liquids that has been seen in previous studies, this study suggests that /o/

fronting is disfavored in word initial position and favored in post-nasal position. Further, from the apparent time data, post-liquid and word final have both been seen in this study as environments in which /o/ fronting is increasing over time, i.e., these two environments are being singled out specifically to front /o/ more than the previous generations. Also, pre-nasal is suggested as one environment that the newer generations are actually fronting /o/ less than previous generations. These findings suggest that changes in /o/ fronting over time are not occurring randomly but that they are systematically happening in specific environments.

**Janneke Van Hofegen**, North Carolina State University

*The Evolution of /l/ across Three Generations of African-Americans*

Although sociolinguists have effectively used the acoustical analysis of vowels to provide pertinent sociolinguistic information about the status and evolution of African-American English (AAE) (e.g. Thomas 2001, 2007, Thomas and Bailey 1998), they have conducted few acoustic analyses of the consonants of this variety. Notwithstanding the technical challenges, acoustic analyses of consonants can be just as illuminating (Docherty and Foulkes 1999). Accordingly, this study examines the phonetic production of one such consonant—the word-initial lateral /l/—through three generations of African-American speakers from central North Carolina. It further provides relevant comparisons with both ex-slave and regional white data, which can show how the /l/s of this African-American community may have changed over time in relation to community-internal and community-external constraints.

Traditionally, /l/ has been subdivided into two discrete allophones: an alveolar, or “light” (“clear”) lateral and a velarized or alveo-velar “dark” lateral, but recent acoustic and articulatory analysis has shown the light/dark /l/ variants to be gradient according to context. Light /l/s most often occur in word-initial or syllable-onset positions, while dark /l/s occur in word-final and syllable-coda positions. Word-initial /l/s are thought to be the canonically lightest variants of the phoneme, but cross-dialectal research has shown great acoustic variance in the actual phonetic production.

The results of this acoustic study show that there is indeed significant darkening of /l/—independent of phonetic context—across the three generations of African Americans. The most recent generation’s speakers show significantly darker word-initial /l/s than do their forebears. Comparisons with ex-slaves suggest that a light variant of /l/ may be a substrate feature of African American English (AAE) that has darkened in recent decades. Additional comparisons with white speakers from the same region suggest also that the darkening of this feature may be due to convergence with majority white dialects.

**Xiaozhao Huang**, University of North Dakota

*An Analysis of Institutional Use of Language: A Case of Compliment in Academic Written Discourse*

This study analyzes the use of compliment, a politeness strategy (Brown & Levinson 1987), in academic rejection letters collected from American higher-ed institutions. Previous studies on compliment concentrate on its use in spoken language either in different cultural settings or between genders (e.g., Henderson 1995; Holmes 1986; Manes 1983; Manes & Wolfson 1981; Manno 2005; Pomerantz 1978; and Wolfson 1981). This study, however, examines the use of compliment in academic rejection letters, a form of academic written discourse, in order to find out whether the use of compliment statement is similar to other politeness strategies used in academic rejection letters which have already been determined to be sociolinguistically significant that their use and structures are linked to the academic status of the institution involved (Huang 2005, 2006).

Particularly, this study focuses on the analysis of the frequency of compliment as well as several features of compliment in approximately 200 academic rejection letters from American higher-ed institutions of different academic status. On the basis of the analyses of the compliment features in relation to the academic status of the schools, this study has concluded that while the features of compliment are indicative of a link to academic status, the frequency as well as the location of compliment are evidently related to the academic status of the higher-ed institutions.

**Terry Lynn Irons**, Morehead State University

*Say What? How Southerners Hear Yankees: A Cross-Dialectal Comprehension Study*

Although a number of experimental studies have investigated the ability of listeners to detect regional and ethnic identity, relatively few perceptual studies have examined the role of variation on comprehension in cross-dialectal settings. Studies conducted as part of the Cross-Dialectal Comprehension study tested the ability of listeners from Philadelphia and Chicago to identify words involved in the Northern Cities Shift (reported in Labov 1994) and the ability of subjects from Chicago, Philadelphia, and Birmingham to identify words involved in the Southern Shift (reported in Labov & Ash 1997). In each case, results of the studies show a local advantage in the recognition of advanced forms of the local variety. A more recent study investigated whether local residents had an advantage over non-local residents in their ability to comprehend speech characteristic of the South Midland region of Ohio, a mix of southern and Appalachian Vowel sounds (Flanigan & Norris 2000). The results of this study provide only marginal support for the hypothesis that local residents have an advantage in recognition of the local vernacular. Among the reported studies, there exists one gap: the ability of listeners from the south to identify words involved in the Northern Cities Shift. In an effort to fill this gap, this study presents results of a perceptual experiment that investigates the

degree of cross-dialectal comprehension of the Northern Cities Shift (NCS) by listeners in the Highland South region of East Kentucky.

In the experiment, responses were elicited to twenty words taken from conversational samples and included all six NCS vowels and the four upgliding tense vowels. A token containing each vowel was played twice for each participant in a sound proof booth, and participants' responses were recorded electronically, using E-Prime. Responses are analyzed in two ways. First, they are judged correct or incorrect on the basis of the word participants wrote based only on the vowel. Secondly, incorrect responses are classified in terms of the perceived vowel. Of a total of 110 participants, 80 are native to the East Kentucky region. Preliminary analyses of the results reveals that the participants from the Appalachian region are relatively successful at "correctly" perceiving the older more advanced stages in the development of the NCS (e.g., short *a* raising) but have difficulty in correctly perceiving the later stages in the shift (e.g., the backing of /e/ and /ɔ/). In these cases, results show that participants perceive these variants in terms of their own phonological systems. These radical differences in perceptual boundaries across dialects reinforce the finding of continuing divergence between the speech of the north and the south.

**María E. Johnson and Michael D. Picone**, University of Alabama  
*The Evolving Role of Spanish in Northwest Alabama*

Even though Alabama is only ranked 38<sup>th</sup> among all the states with regard to the size of its Hispanic population (and ranked 43<sup>rd</sup> on a per capita basis), the growth rate of the Hispanic population in Alabama is the seventh highest in the nation. Hence, the Hispanic population is destined to play an increasingly important role in the state. Indeed, since much of the growth is presently concentrated in the northern part of the state, the Hispanic population there is already having significant impact, including at the linguistic level. This is especially true in Colbert, Lauderdale, and Franklin counties, all situated in Northwest Alabama. Based on the field work conducted there, these counties will be the central focus of this paper. The increase in the region can be directly attributed to the local industrialization in agricultural and construction sectors. The ensuing impact has posed a cultural and linguistic challenge not only for the Hispanics, who must confront the need to learn the English language and must grapple with assimilation to the Anglo culture, but also for local industries and businesses which must take into account the needs of a growing non-English workforce and a large non-English market. In relation to this, the English speaking community is now being exposed to daily doses of the Spanish language. The linguistic picture is further complicated due to the fact that many of the immigrants are actually speakers of Mayan dialects and are using Spanish as their *lingua franca*. In addition to providing more detailed information about the social and linguistic profiles of the Hispanic (and Mayan) population in Northwest Alabama, this paper will also present the mixed reaction on the part of the Anglo population in the same region. In relation to this, state-wide legislative initiatives aimed at reducing the perceived threat posed by a growing Spanish-speaking population will also be reported.

**Mary Elizabeth Kohn**, North Carolina State University and **Hannah Askin**, North Carolina State University  
*I be like, 'He talked about what he talked about': Latino and African American English Quotative Systems*

The proliferation of studies about the English quotative system produced conclusions regarding the interaction of local norms on global variants (Buchstaller 2001b, Tagliamonte & D'Arcy 2004). Still, similar data regarding how ethnic minorities report direct speech remains scarce (Ferrara & Bell 1995, Sánchez & Charity 1999, Cukor-Avila 2002). To identify how ethnic minority speech interacts with global English variants, this paper explores quotative system norms within urban and rural African American and Latino speech communities in Hickory, Durham, and Hyde County, North Carolina, as well as Washington, D.C. Quotative frames were transcribed from sociolinguistic interviews conducted with 35 Latino and 28 African American participants between the ages of 9 and 21. The verbal quotative, tense, person, and content of the quote were analyzed.

Because the Latino participants represent a range of lengths of residency, comparing length of residency to quotative frame usage provides preliminary information regarding the effect of acquisition on quotative frames. Quotative *be like* was found to be grammaticalized as a reporter of direct speech and thought in all communities and was favored in the first person for the Latino participants, mirroring other studies of Anglo communities. Latino participants with shorter lengths of residency disfavored the use of *be like* but still employed it to frame thought and speech. Comparison of individuals across the community showed idiolectal differences in the amount of quotatives used, as well as in the types of quotatives used.

Both urban Latino and African American communities demonstrated elevated frequencies of AAVE aspect marking in combination with quotative *be like*, such as copula deletion and durative *be*, when compared to their more rural counterparts. Results indicate that Latino and African American quotative systems are aligning with other systems identified in the US regarding the types of verbal quotatives used and content constraints, though each group and region varies in the constraints applied.

**Shannon Luders-Manuel**, University of Massachusetts Amherst

*Double-Consciousness in the Lexicon: Prescription versus Description in Dictionary History*

The dueling forces of prescription and description are able to link together the chronology of English language dictionaries in England and America. With this dichotomic lens in mind, Samuel Johnson, Noah Webster, and the makers of the *OED* and *American Heritage* wrestle with language not only amongst each other but also within their own minds. Bosley Woolf, editor of the *Merriam 8*, says, “In no way can I dogmatize my taste and tell the world what it should say and not say. . . Of course I would not be caught dead using some of the words we admit” (Heilman 406). What results from this double-consciousness is a continuing struggle over whether society makes language or language makes society, with both prescriptivists and descriptivists finding loopholes in their beliefs. In this paper I will discuss this double-consciousness and how it has played out in our countries’ histories.

The men and women in control of documenting the English language have increasingly become impartial critics, professionally. However, complete impartiality is not possible for those whose career is to prevent linguistic chaos by documenting the rules for effective speech. This coupled with an intense affinity for words leaves lexicographers caught in a trap of attempting to halt, however briefly, such abstract representation that is constantly evolving from one moment to the next. Such a thorough and often humorous look at our lexicographer predecessors is necessary when considering language metamorphoses of today. For language, as is true of all semiotic representation, has never achieved the linguistic perfection that our society so apt to insist upon, and no one knows this better than the lexicographers who have attempted to capture such an ethereal and ephemeral treasure.

**David Marlow**, University of South Carolina

*Teaching Undergraduate Linguistics using an Audience Response System*

Many undergraduate students come into the linguistics classroom with subconscious biases about language and its use. Students must be led to discover and explore these biases, and to discover and explore, a student must be engaged. In traditional classroom discussions a few outgoing people typically dominate the floor, making it difficult to engage all students. This presentation explores the use of an instant electronic polling technology, often referred to as an Audience Response System (PRS) and seen on such TV shows as “1 vs. 100”, to induce undergraduate students to deeply explore concepts in two undergraduate courses: English Grammar and Sociolinguistics.

Recent literature across many disciplines indicates that use of this teaching technology enhances student engagement and provides both students and teachers with instant feedback on the level of understanding during class (eg, Draper and Brown, 2004; Kam and Sommer, 2006; Wood, 2004). Much of the literature focuses on large classes (more than 100 students), but I have found these techniques to be quite beneficial with class populations of 10 to 25 students.

I use the PRS to guide discovery, reinforce concepts, encourage self-evaluation, provide practice and application opportunities. Students anonymously share their thoughts via the voting system, then we examine the results. Students often desire to discuss their choices, leading naturally into peer-teaching opportunities (cf. Wood, 2004) where students work together to explore and understand language.

While sufficient quantitative assessment data has yet to be collected, qualitative assessment indicates greater participation in class, improved acquisition and retention of class concepts, , and deeper involvement with fundamental concepts of language in context. A live demonstration with a limited number of attendees using actual clickers will be included as a part of this presentation.

**Natasha McKellar**, Old Dominion University

*Nannies of the World Unite: Discourse Analysis of Domestic Labor*

Sociologists such as Grace Chang have analyzed why lower-class domestic workers are usually exploited. This paper focuses on domestic workers who are not often studied: college educated ones. I conducted a critical discourse analysis of the online postings that educated nannies wrote on an online nanny support group, “Nannies of the World Unite,” found on the networking site Facebook. I analyzed words used to refer to the profession, modes of communication the nannies reported using, and the grammatical roles of nouns the nannies discussed.

I found that nannies used linguistic strategies to show that they have immense skills. For example, the majority of the nannies (60 percent) on Facebook showed that their profession should be valued by referring to it as a *job* instead of a *gig*.

Another way that nannies exhibited linguistic skill was by basing their communicative mode on context. For example, one nanny who was disturbed by a male employer’s behavior with his children telephoned her female employer instead of writing her an email.

The terms nannies used as grammatical subjects/semantic agents showed that they discuss problems about children without criticizing them, an important professional skill. For example, in most of the clauses dealing with problems whose subjects are impersonal pronouns, the nannies could have used personal pronouns referring to the children. Using impersonal pronouns depersonalized the child’s misbehavior. In the following example (1), the nanny does not use the personal pronoun *she* to refer a child yelling; instead, she implies that the impersonal pronoun *it* refers to the sound itself.

(1) *the 15 month old just whines, cries, yells, screeches ... ALL DAY LONG!! It grates on my nerves so bad*

This paper argues against the idea that what has been considered traditionally women's work (i.e. childcare) is "unskilled." When others realize the acumen it requires, perhaps its wages will increase.

**Elizabeth A. Martinez-Gibson**, College of Charleston

*Spanish, English, and/or both: The Advertising World of Spanish-speaking Countries*

Throughout its history, Spanish has been influenced by many other languages in contact. The many inhabitants of Spain such as the Iberians, Celts, Romans and the Arabs as well as the indigenous and African influences of Latin America have participated in the language's changes over the centuries. Today, it is English that is causing these changes. In this modern era, English has become a noteworthy language for global communication and in Spain and Latin America its importance is present in the media.

In this paper, a series of collected written materials from Spain and Chile will demonstrate the effects English has on present day Spanish.

In Spain, entering the European Union in the late 1980's changed the country forever. The country scrambled to find instructors to teach English in their schools and large corporations. The need to compete with the rest of Europe was apparent. Over the years, English has infiltrated Spain's media. Today, there are more and more television stations offering programs in English; in newspapers, signs, and other means of advertisement English is creeping into the language by means of code-switching and/or by using English only. Chile, more recently than Spain, has realized the need to learn English in a world where globalization is key. In Chile the increasing use of English is also being observed in the media.

The data presented in this study are actual instances taken from signs, billboards, newspapers or other written sources. Although this project is ongoing, the examples obtained demonstrate a linguistic change in the Spanish of Spain and Chile at different levels: lexical, morphological, or syntactic.

**Megan E. Melançon**, Georgia College and State University

*Sexual Innuendo in Tree Speech*

Who knew that trees could talk? Even better, who knew they could be funny? But they do, and they are – trees in a Georgia forest have been equipped with special boxes which run on solar power, and the scripts which were taped are full of sexual innuendos.

The Bartram Educational Forest is located near Milledgeville, Georgia. It is referred to as a 'working' forest, since it is used to teach students of all ages about Georgia's natural resources and to encourage conservation efforts ([www.gfc.state.ga.us](http://www.gfc.state.ga.us)). On one of the trails in the forest, there are a series of plywood boxes with solar panels on the top. The boxes enclose disks, which contain tape scripts read by various people; the scripts describe the trees leaves, bark, growing environs, etc.

When I first wandered the trail pushing the buttons to make the trees talk, I was struck by the gender and sexual orientation roles assigned to the various trees. Of the five 'talking tree boxes', the first one (a Loblolly pine) seems to be a female with a thick Southern American English accent. The second tree (a poplar) sounds like a female with a Standard American English accent; the Sweet Gum tree sounds like a gay male voice, the Mockernut Hickory seems to be a straight male with a Southern accent, and the Beech tree (the largest tree in the forest) was assigned an extremely deep straight male voice with little or no dialectal variation.

The scripts were written by members of the Georgia Forestry board, and were sent to a Wisconsin company which created the solar powered units. In this paper, I will discuss the (one assumes) unintentional sexual innuendo and humor in the tape scripts, and play the tapes for the amusement and edification of the audience. As a teaser, here are a few words from some of the trees: from the Sweet Gum, "my fruit is a round, prickly ball"; from the Loblolly pine, 'push my button if you want to know more'; and, last but not least, from the 'big Beech', "I make nuts which are good to eat".

**Martha Michieka**, East Tennessee State University

*Bringing World Englishes to the North American classrooms*

The global spread of English to various contexts has led to the creation of diversified varieties of English and the English language is no longer one English, but a variety of Englishes. Many people around the world use English for several functions such as use of English in business, in education and in international communication. These users of English, however, do not necessarily use the two generally known varieties of English: the American or British varieties. While many students in the American classrooms might easily tell when a speaker is using the British variety, the Midwest variety or the Southern variety, not many, however, may be aware of the existence of an Indian, Nigerian, Singaporean, or Chinese English variety. These later varieties are often assumed to be non standard or deviations. With the continued increase in international communication, it is becoming crucial that our students get exposed to these other varieties of English.

This paper discusses the rationale for introducing World Englishes to the North American classroom and shows how a World Literature class in the American south has provided potential for introducing students to other Englishes. As Gildorf (2002) argues, "If we want to be well prepared players, looking beyond the lens of the domestic world view will be essential."p375.

**Michael Montgomery**, University of South Carolina, **Lucia Siebers**, University of Regensburg, and **Michael Ellis**, Missouri State University

*Nineteenth-Century Corpora for the Twenty-First Century*

Historians, archivists, and folklorists have worked extensively to preserve the experiences and the testimony of Americans commoners from the 19<sup>th</sup> and early 20<sup>th</sup> century. Long traditions of such work have compiled countless letters, recordings, and other forms of documentation. With exceptions such as the WPA Ex-Slave interviews transcribed and published in Bailey, Cukor-Avila, and Maynor 1991, these have not become available to the linguistic profession at large for analysis, meaning that vast amounts of material remain unutilized in libraries and archives.

While there are few mysteries why this situation exists, given the heavy demands on time and expertise to transcribe (and in most cases to find and organize) archival raw materials of linguistic interest, their infrequency of use, especially for quantitative analysis, has left many issues in the development of American English un- or underexplored. What makes them particularly valuable is not only their date, but also that they are usually on public deposit and therefore render a linguist or any other scholar more accountable in analyzing them.

This panel assesses the dearth of accessible textual evidence for studying the history of American English and reports on three recently launched projects to organize, transcribe, and make electronically available corpora of texts produced by semi-literate writers and traditional speakers born between the mid-19<sup>th</sup> to the early-20<sup>th</sup> century. In the process of doing so its members will consider such issues as criteria for selecting, the process of editing, and the format of presenting texts. It will illustrate these projects with sample documents and linguistic features that they contain.

*Overview:* Michael Montgomery, University of South Carolina

*Corpus of Older African American Letters (800-1,000 letters by African Americans prior to 1900):* Lucia Siebers, University of Regensburg

*Corpus of Appalachian Civil War Letters (150 letters by Confederate and Union soldiers and their families, 1861-65):* Michael Ellis, Missouri State University

*Archive of Traditional Appalachian Speech (1,000,000 words of recorded speech from seven areas of Appalachia, born between 1843 and 1915):* Michael Montgomery, University of South Carolina

**Stephen J. Nagle & Sara L. Sanders**, Coastal Carolina University

*Double THAT Complementation in English*

In spoken English, and occasionally in written English, the complementizer THAT can occur twice in a complement clause with an intervening word, phrase or clause between the two occurrences as happens in the following examples:

- 1) GIULIANI: I would say it is one that we really realized that we weren't going to have the kind of chance some other people had there, so we put our emphasis on other places. (Larry King Live 01/04/08)
- 2) HANNA: So we do know that somewhere throughout the lifetime of this earth that boas must have been in quite a few places on this earth. (Larry King Live 01/01/08)
- 3) RATHER: She [Benazir Bhutto] went back believing, hoping, praying that somehow that she could survive. (Larry King Live 12/27/07)
- 4) ONO: Well, it's very emotional, actually. And I was thinking that after a year or so that the show might just go down a little. (Larry King Live 12/24/07)

Nagle and Sanders claimed in 1997 that this was a case of "resumptive" THAT whereby the second THAT resumed the original complement clause. After further study, they claimed in 1998 that a second instance of THAT was not resumptive and that the two THATs came, in fact, from different components of the grammar.

While double THAT is not an infrequent occurrence, collecting a large quantity of data on it from untranscribed sources can be a challenge. Profiting from newly available online sources, this study investigates spoken examples of double THAT with data drawn from transcripts of television and radio interviews using <http://transcripts.cnn.com/TRANSCRIPTS/>; <http://www.msnbc.com/id/3719710/>; and TV and Radio Broadcasts in the Lexis-Nexis Academic Database. From each transcript analyzed, all instances of a single THAT occurring either before or after an intervening unit in a complement clause are included as well. This wealth of data allows an extensive description of the phenomenon of double THAT in speech, contrasted with the two types of single THAT, which will support a more thorough syntactic analysis of this common feature which has thus far received scant attention.

**Raluca Negrisanu**, University of Tennessee, Knoxville

*Aspects of First Language Attrition: A Case Study of German Immigrants to East Tennessee*

This sociolinguistic study examines aspects of first language attrition (L1= German) in a second language (L2= English) environment. Research in first language attrition informs second language acquisition, by showing the order in which language items are lost or what language domains are more vulnerable to loss due to immigration or language contact. The study focuses on first generation German immigrants to East Tennessee, who have been administered a series of tests to ascertain their language attrition with a view to establishing extralinguistic factors promoting or inhibiting it.

The informants in the Study Group consist of 22 German immigrants to U.S., 12 women and 10 men with ages between 26 and 68, who emigrated as adults for longer than three years. Informants in the Control Group consist

of 12 German native speakers in Germany. Both the informants from the Study and Control Group have been interviewed, given a questionnaire and asked to describe various pictures onto audio-tape. They have also been given a cloze/ fill-in text that targeted the correct usage of specific L1 grammatical structures like: gender articles or plurals.

The quantitative and qualitative analysis of the data collected from the Study Group informants revealed that overall L1 attrition is not severe, but extralinguistic variables such as age, time since immigration and amount of L1 contact affected their performance, resulting in difficulties in lexical retrieval and incorrect marking of gender and plural in L1. The statistical analyses indicated significant differences both in lexical and morphological domains between the different age subgroups. The qualitative data showed that certain social life domains, such as shopping, daily routine, working settings or leisure activities were mostly affected by L2 transfer, borrowings or loan shifts. All the informants used spontaneously English words, phrases and loan translations in their German speech.

**Susan Piper**, Auburn University & Auburn City Schools

*Improved Written Competence for English Language Learners*

The U.S. continues to host a growing number of speakers of English as a second language. Among other difficulties faced by second language learners (ELLs) is the effective command of written communication. To learn how to better instruct ELLs in the writing process, and to use writing as a tool for teaching English, it is important to understand exactly which aspects of the writing process are difficult for students and which are more intuitive or more similar to writing in the first language. It is also helpful to consider the instructional methods and accommodations that are employed in the writing classroom.

The purpose of this research was to better understand what, from the day they enter the English language classroom situation, may be done to better instruct ELLs through guided and effective use of the writing process. The results of this study will inform better use of test data, better use of classroom resources (including instructors), and more effective use of the limited and precious time ELLs have in the language classroom.

A new theory also emerged from the data. From evidence I observed at the start of the school year, it seems that use of best practices for ELLs aides in the second language literacy of students who are semi-literate or illiterate in one or more aspects (speaking, writing, reading, and listening) in their first language. Through careful analysis of the particular students involved, a protocol has been developed to aide in the further acquisition of their second language. These practices are also being studied for implementation into the established protocol for ELLs, particularly in light of the growing number of ELLs who have other academic and social needs in addition to learning English for success in the classroom and in the community.

**Michael Putnam**, Carson-Newman College

*Exploring the Left Periphery in Appalachian English*

The final paper of this panel will examine two epiphenomenal properties of the left periphery of clauses in Appalachian English, namely the ‘alls-construction’ (13) (cf. Putnam and van Koppen (to appear)) and that-trace effects (14).

- (13) a. **All-s I** want to do, is drink coffee.  
 b. \***All-s you<sub>SG</sub>** want to do, is drink coffee.  
 c. **All-s he** wants to do, is drink coffee  
 d. ?**All-s the man** wants to do, is drink coffee.  
 e. ?? **All-s a man** wants to do, is drink coffee.  
 f. \***All-s men** want to do, is drink coffee.
- (14) a. Who<sub>i</sub> do you think [<sub>CP</sub> t'<sub>i</sub> [<sub>TP</sub> t<sub>i</sub> came]]?  
 b. \*Who<sub>i</sub> do you think [<sub>CP</sub> t'<sub>i</sub> that [<sub>TP</sub> t<sub>i</sub> came]]?

As argued by Putnam and van Koppen, The very fact that the alls-construction in vernacular Midwestern American English is sensitive to the  $\phi$ -feature (i.e., person/number/gender) identity of the embedded subject is perhaps the clearest indication that it may be a closely related epiphenomenon to C-agreement found in other Germanic languages. As shown in the examples in (13), there appears to be a restriction on the ability of a subject to license the presence of s-inflection on *all* and its own inherent definiteness. Pronouns and full DPs (13d) – being quite high on any definiteness scale – are almost always permitted barring other restrictions on the  $\phi$ -features of the embedded subject. Indefinites (13e) occurring with the alls-construction are highly marked structures and the appearance of the alls-construction with bare indefinite subjects (13f) is impossible. The examples in (14) illustrate what is commonly referred to in generative literature as *that-trace effects*. Interestingly, although (14b) is generally regarded to be ungrammatical in most varieties of English, it is grammatical in Appalachian English. Here, we elaborate on the connection between the alls-construction and that-trace effects, demonstrating how the former makes Appalachian English immune to *that-trace effects*.

**Seongha Rhee**, Hankuk University of Foreign Studies, Seoul, Korea

*At the Borderland of Grammaticalization and Lexicalization: A Case in Korean*

This paper addresses the complicated issues relating to grammaticalization and lexicalization. Grammaticalization and lexicalization have been largely conceived of as two distinct, and often oppositional, processes in language change. However, the fact that there exist areas where grammaticalized forms and lexicalized forms mix, forming a formally homogeneous yet functionally ambiguous paradigm has rarely been recognized.

This paper intends to fill this gap by presenting a case in Korean where a grammaticalization pathway was deflected into a lexicalization channel due to the operation of extreme subjectification, resulting in coexistence of lexicalized forms and grammaticalized forms in a single morphological paradigm.

Korean has a large inventory of adverbs that contain complementizers as a part of their morphology. These complementizers were grammaticalized in the 18th century from the combination of a sentential ending, a locution verb and a connective. Korean has different sentential endings depending on the sentence type, and thus different complementizers (i.e. *-tako*, *-lako*, *-nyako*, and *-cako*) depending on the type of the subordinated clause. Likewise, the adverbs developed from these complementizers still contain these complementizers, conceptually not analyzable yet formally transparent, as illustrated in (1).

(1) a. From Declarative

*michyessako* 'nonsensically' (< 'saying "I am insane."')

b. From Imperative

*cwukelako* 'desperately' (< 'saying "Die!"')

c. From Hortative

*cwukcako* 'enthusiastically' (< 'saying "Let's die (together).")')

d. From Interrogative

*alkeymwenyako* 'nonchalantly' (< 'saying "What should I know?"')

This paper analyzes this peculiar group of lexicalized forms highlighting some noteworthy implications in the study of language, among which are (i) that the grammaticalization may be deflected and lead to lexicalization; (ii) that the grammar-lexis distinction may not be clearly delineatable; (iii) that subjectification may cut across grammaticalization and lexicalization; and (iv) that subjectification may operate over the word-boundaries turning multiple-word strings into lexical items of unitary concepts.

**Robin Sabino & Efrossini Albrecht-Piliouni**, Auburn University

*Contextualizing Oldendorp's eighteenth-century creole genesis, second language acquisition, and plural marking*

Virgin Islands Dutch Creole (VIDC) is traditionally viewed as single variety that gradually creolized over time due to the influence of grammatical expansion, drift, contact with English, and language death. This perspective interprets the eighteenth-century documentation provided by Moravian missionaries as representing a creole equivalent to the vernacular varieties spoken in former colonies such as Jamaica and Haiti. A competing view is motivated by demographic evidence and consistent with recent historical research into the lives of the early Afro-Caribbean Moravian converts. This perspective argues that Hoch Creole, a Germanicized variety of VIDC spoken primarily by the Euro-Caribbean population and utilized by Moravian missionaries emerged after Negerhollands, the variety spoken by enslaved agricultural workers and identified as the language of the Afro-Caribbean population.

Georg Andreas Oldendorp's eighteenth-century history of the Moravian mission in the Danish West Indies was heavily edited by church officials to avoid offending a European readership. The recently completed German edition of the original report has been hailed as an important contribution to on going research on the history of VIDC. In this paper, we translate and evaluate Oldendorp's observations on creole genesis, second language acquisition, and plural marking--a subsystem which clearly differentiates the European- (i.e., Germanic) influenced and the African- (i.e., Kwa) influenced varieties of VIDC. We then examine proverbs from Magens (1770), Oldendorp (1777, 2000), Pontoppidan (1881, 1887), Magenses (1883), and Schuchardt (1914) to determine how well these authors represent a plural marking pattern documented in a number of Diasporan language varieties: Bahamian, Gullah, Jamaican, Tobagonian, Ndyuka, Saramaccan, Sranan, Virgin Islands English and Negerhollands.

**Solomon Sara, S.J.**, Georgetown University

*Ṣibn Mandūw̄r and Arabic phonetics*

Ṣibn Mandūw̄r (1232-1311) is a 13<sup>th</sup> -14<sup>th</sup> century Arab lexicographer, born in Cairo, worked in Tripoli and finished his days in Cairo. He wrote the most comprehensive dictionary of Classical Arabic up to his time. The dictionary included the material from the previous dictionaries with all the contemporary additions from poetry, Qurṣ~n, culture, history etc added in the new dictionary. It is called *Lis~n Ṣal~arab* 'Language of the Arabs'. What is of interest in this presentation is that the *Lis~n* is introduced by a treatise on the description of the Arabic sound system of that time. Though this is not the earliest treatise, it is of historical interest to Arabic phonetics. What was of most interest to this author was the discussion of what the Arabs called *Ḳurūwf* 'letters/consonants'

The Arabs took the orthographic representations of the letters and gave them phonetic substance. This presentation will take a look at this treatise to see how the Arabic sound system was currently perceived. There is a no discussion here of what they called *Ḳarak~t* 'motions/short vowels'. Hence the presentation will take a look at the

inventory of sounds. It will focus on the descriptions of the *£uruwf*, their number and description in terms of their locales and exits, whether they are throat, uvular, velar sounds, etc., their classification whether *layyin* ‘soft’ or not, their features whether *maghuwr* ‘loud’, *mahmuws* ‘muted/whispered’, etc., their occurrences whether they occur more or less frequently, their co-occurrence restrictions, what may or may not occur with other sounds in words. And also some extra linguistic/phonetic classifications like their relations to the status/phases of the moon.

**Lee P. Shaffer, M.Ed.** Retired high school language arts teacher, board of education member, director of university campus learning center, adult education teacher in local detention center)

*From Petri Dish to IV: From Theory to Practice in Laypersons’ Contexts*

Purpose: What if Fleming had not shared his discovery of penicillin? Linguists hold the key to many societal problems’ solutions. How can we empower lay people to understand, embrace, and apply those solutions? This informal exchange of information will distill, compile, and share suggested strategies and resources.

Panel Description: The panel will be moderated by a retired educator who discovered the linguistics paradigm late in her career. Her current goal is to facilitate the establishment of an institute in the South Carolina lowcountry, a consortium of representatives from educational institutions, whose purpose would be to empower the community in implementing the County’s Community Indicators project.

Unlike “traditional” staff development initiatives which import “experts,” those designed and facilitated by the institute would enable local educators to “do what they do” more effectively as it is informed by knowledge of language as human behavior.

This lowcountry community would be a “dream laboratory” for linguists because of its rich linguistic diversity and because of its critical educational needs. The premise is that a paradigm shift from “English only” to “language only” would transform not only the schools, but also the community.

Panel Members: Panel members would in fact be reporters selected by each group. Groups will be formed according to particular contexts of interest or expertise. The institute’s first initiatives would target public education; consequently, probable groups in this session might be linguistics in (1) teacher preparation programs, (2) early childhood initiatives, (3) pre-k, (4) k-primary grades, (5) elementary grades, (6) middle school, (7) secondary school, (8) administration and policy-making.

**Shaligram Shukla**, Georgetown University

*Hindi in India: A Case of Language Conflict and Resolution*

The political analysis of language used for official purposes, especially as the medium of a national government, often throws light on the nature of language politics and the development of a national language policy. The purpose of this paper is to examine the complex political phenomena generated by the designation of Hindi as ‘the official language of the union’ in the 1950 constitution of India. The paper looks into some of the constituent elements of this phenomenon in India. It briefly examines (i) the language situation in India, (ii) the nature and the causes of language conflict, (iii) language rivalry, (iv) multilingualism, and (v) the official language policy and its implementation. The focus in the paper is on the official or national language question and its implementation as a national language policy. The evolution of language loyalties, their political expression through organized associations, and their impact on language policy formation and its implementation are also discussed.

The case of Hindi in India has given a new meaning to language politics. In light of the fact that the democratic system in India has not easily allowed the imposition of a language policy which favors Hindi, the paper advocates that the interests and emotions of non-Hindi communities cannot not be ignored, and that a viable linguistic community should be built on the basis of multilingualism and a national recognition of separate language communities. The languages of a nation are its most cherished treasures and a national language policy that attempts to marginalize them or impede their continuity ought to be favored over the one that does not.

The substantive materials for the paper are drawn from the author’s personal experience as a writer and a native speaker of Hindi and from the scene of Indian language politics.

**Alexis Smith**, North Carolina State University; **Walt Wolfram**, North Carolina State University

*Understanding Dialect Recession: Integrating Real-Time and Apparent Time Perspectives*

The appeal to real-time language variation studies in the last decade has raised a number of theoretical, descriptive, and methodological questions about the nature of dialect recession and assumptions of the apparent time construct (Sankoff 2006). What types of language change may take place in the life cycle of speakers and how does this affect our understanding and interpretation of dialect recession in apparent time and real time? How do groups and individuals manifest language variation during the terminal stages of dialect dissipation? Can moribund dialects be revitalized or reconfigured for groups and/or individuals to preserve sociolinguistic uniqueness? At the same time, real-time studies of language variation raise issues about comparability since the analysis assumes parallel social contexts for data collection, equivalent representation of linguistic variables, and the normalization of measurement techniques.

We consider the integration of real time and apparent time perspectives by re-examining language change on Ocracoke Island, the site of an extensive study of dialect recession more than a decade ago (Wolfram and Schilling-Estes 1995; Schilling-Estes and Wolfram 1999). In the past two years, we have interviewed more than 50 speakers

from Ocracoke including (a) a subset speakers from the original subject pool for a panel study; (b) an extended subsample of subjects representing different generations within the same family; (c) a sample of the current adolescent and teenaged population for a trend study; and (d) a social network of males in their 20s and 30s who constitute a Community-of-Practice analog of the “poker game” network described in earlier studies (Wolfram and Schilling-Estes 1995, 1997, D’Andrea 2007).

Variables considered in the re-examination of Ocracoke speech include the iconic backing of the nucleus of the /ai/ vowel associated with “Hoi Toider” speech, the front-gliding of the /au/ in the *mouth* vowel, past tense *be* leveling in negative constructions (e.g. *It weren’t me*), and static locative *to* (e.g. *She’s to the store*). The comparison of dialect structures for speakers re-interviewed after more than a decade indicates relative stability in the life cycle of these speakers, but younger speakers are more vulnerable to shifts as they move into adulthood. Overall language recession continues in terms of traditional, socially marked features, though some selective focusing may persist as a part of the reconfiguration of the Ocracoke speech community. The study also raises a number of important methodological and descriptive cautions about real-time studies, ranging from the assumptions about social conditions in interviewing and time increments in the life cycle of speakers to the comparability of instrumental measurement and data-extraction techniques.

**Catherine Smith**, Troy University and **Heidi Vellenga**, Northern Arizona University

*Increasing the Effectiveness of ESL/EFL Teacher Training through Interlanguage Pragmatics, Discourse Analysis, and Inter-Disciplinary Innovations*

As the demand for qualified English teaching professionals rises globally, ESL/EFL teacher training programs must adapt to adequately meet potential teacher trainees’ needs in terms of accessibility, programmatic support structures, and most crucially, guided transformation of applied linguistic theory into practical teaching methodologies. It is imperative that certification and teacher training programs incorporate up-to-date applied linguistic research, best practices for teaching in socio-linguistically diverse classrooms, and continuous support for novice and practicing teachers to manage diverse issues in modern classrooms. Many current TESL/TEFL program graduates feel unprepared for classroom teaching despite training in language learning theory and various methodologies. This paper discusses a pilot teacher training program specifically created to be more accessible, more instructionally effective, and ultimately more student supportive while at the same time providing practical tools for trainees to implement in the ESL/EFL classroom.

This paper assembles innovative ideas from different disciplines (e.g., applied linguistics, distance learning, educational leadership) to offer an integrated discussion both for improving TESL/TEFL curriculum design as well as providing illustrations of applications in TESL/TEFL teacher training. It uses a prototype curriculum framework as a springboard for discussing particular innovations which are supported by illustrations of instructional applications that incorporate elements of applied linguistic research (corpus linguistics, descriptive grammar, interlanguage pragmatics, and discourse analysis) and inter-disciplinary methodological innovations (sheltered language instruction, Teaching Tolerance curriculum, assertiveness communication). These features provide teacher trainees with tools to more effectively analyze and teach English across a variety of educational contexts. Specific activities which guide students through the process of applying theory to practice in their own classroom settings are a primary focus of the innovative curriculum. To this end, this paper draws on interlanguage pragmatics and discourse analysis to showcase selected activities for challenging or low-frequency communication situations and academic writing.

**Special Session of the South Atlantic American Dialect Society**

*Stating the Linguistic State of a State: Performing Linguistic Outreach*

Organizer and Moderator: Thomas Nunnally, Auburn University

This panel concerns the only publication of its kind ever produced about Alabama, the 10th volume of *Tributaries*. In 2006 Joey Brackner, Director of the Alabama Center for Traditional Culture, and co-editor with Anne Kimzey of *Tributaries*, the annual journal of the Alabama Folklife Association, approached a group of linguists in and from Alabama about producing an issue composed of essays about language in Alabama. Five contributors to the volume will present highlights from their articles, followed by comments on and assessment of *Tributaries* 10 by Walt Wolfram, director of the North Carolina Language and Life Project (NCLLP).

*Tributaries* is distributed to Alabama Folklife Association members and to some 300 libraries across Alabama. In writing for an audience of non-linguists, guest editor/contributor Thomas Nunnally and the other authors labored to make contributions accessible while not sacrificing linguistic accuracy. The eleven essays aim to provide enjoyable reading while also educating Alabamians about such topics as the state’s past language diversity; features of its two major varieties of Southern English; social factors relating to the Southern Drawl, the Southern Vowel Shift, and /ai/ monophthongization; the linguistic inferiority felt by Alabamians; code-switching by African Americans; college writers’ use of dialect features; and revitalization of the heritage language of the Echota Cherokee.

*Tributaries* 10 may be described as linguistic outreach, akin in purpose, if not in scope, to the North Carolina Language and Life Project (NCLLP), which has documented the linguistic folkways of that state but has also worked to promote dialect tolerance and to dispel harmful ideologies of language. Though more work is needed in Alabama to approach the accomplishments of the North Carolina project, it is hoped that *Tributaries* 10 is a start in providing linguistic benefit to the people of the state.

## TOPICS AND PRESENTERS

Politely promoting linguistic tolerance and understanding or an iron fist in velvet vowels--Thomas Nunnally, Auburn University

Linguistic archaeology: uncovering the state's ignored historical riches--Michael D. Picone, University of Alabama

Celebrating language rebirth: back from the trail of tears--Robin Sabino, Auburn University

Repackaging for readers: from state humanities road show to print medium--Catherine Evans Davies, University of Alabama

Giving form to fog: technically defining the Southern drawl--Crawford Feagin, independent scholar

The *Alabama* Language and Life Project? Reaction--Walt Wolfram, North Carolina State University and the NCLLP

**Beth Topping**, Auburn University and **Anna Oggs**, Auburn University

*From the Small Town to the Mill Town: Tracing the Monophthongization of /ai/ among Depression Era Southerners from East Alabama to Columbus, Georgia*

Southern English, or “the speech of the ‘most distinctive speech region in the United States’” (Dorrill, 2003, p. 120), has received a great deal of attention over the years. In particular, “discussions of the vowel variants of Southern English have been extensive and have continued without interruption for over a hundred years” (Thomas, 2003, p. 150). Of these noticeable vowel variants, one of the most salient pronunciations is the monophthongization of /ai/, which involves the lengthening of the first sound and the weakening or omission of the second sound of the diphthong /ai/. Dorrill (2003) considers monophthongal /ai/ “the closest thing to a generally identifying feature” of Southern phonology (p. 123). This quintessentially Southern feature, including the impact of the external variables ethnicity, gender, and socio-economic status on it, is the focus of the proposed presentation.

This presentation discusses findings based on interviews with textile mill employees conducted as part of a 1988 Columbus State University history class as well as a set of interviews conducted in Elba, Alabama, by Head (2003). Informants in the Columbus textile mill corpus were born between 1896 and 1935, and this presentation focuses specifically on those employees who migrated from Dothan and Union Springs, Alabama, to the Columbus area. Head's oldest speakers, who were largely lifetime residents of Elba, Alabama, will be compared to this data set. Both Dothan and Elba are considered part of the Wiregrass region of Alabama, and while Union Springs is not part of the Wiregrass, these speakers were found to pattern similarly to the Dothan speakers. The analysis and comparison of these data sets will provide an in-depth description of monophthongization in the Wiregrass; it may also provide more information about the impact of ethnicity, gender, and socio-economic status on the speech of this region.

**Benjamin Torbert**, University of Missouri-Saint Louis

*Using Literature and Song to Teach Linguistic Syntax*

This presentation outlines approaches I have been refining in the *Descriptive English Grammar* course for several years. Many college and universities require such a course of English majors and English Education majors in their junior year, so linguists who work in English departments are often called upon to teach the course. The purpose of such a class seems clear enough, to introduce students to linguistic syntax without overwhelming them with theoretical apparatuses. Successful execution of the course, however, often depends on relating the material to the experience of students who may not take more than one or two Linguistics courses in their undergraduate careers.

The 3<sup>rd</sup>/4<sup>th</sup> year grammar course can benefit from extensive units on syntax in literature. Some textbooks, such as Mark LeTourneau's *English Grammar* include a section on grammar in literature, but I have found it useful to expand the role of this portion of the course. Participating students are then better prepared to write about linguistic structure in their analyses of English-language literature in other courses in their major. This presentation will demonstrate some strategies one can employ, using texts as diverse as Shakespeare, Keats, Stevens, Toni Morrison, Martin Luther King, and T. R. Hummer, as well as lyrics of popular song and Hip Hop. In each case, serious investigation of syntactic structure repays the instructor's and the students' efforts.

**Jo Tyler**, University of Mary Washington

*What Reading Teachers Need to Know about Language and How to Teach Them*

As a result of the No Child Left Behind Act of 2001, renewed emphasis has been placed on reading instruction in schools and on professional training for school teachers to implement aggressive reading improvement programs. As these teachers seek more formal training, they may enter linguistics courses which traditionally do not account for their specific interests and experiences as teachers. The purpose of this paper is to explore ways to adapt the traditional linguistics course curriculum to make it more relevant for this segment of linguistics students.

In keeping with the theme of SECOL 75, the institutional settings in which reading specialists work are described to provide a context for the focal theme of the paper—what reading teachers need to know about language and how to teach it to them.

Three contrasting curriculum design approaches will be examined using sample syllabi. One approach is to follow a “standards” model by incorporating into a traditional linguistics syllabus the professional standards established for teachers. A second approach is to create an applied linguistics course by adding pedagogical materials to a

traditional linguistics syllabus. A third approach is to transform the linguistics course into a literacy course by focusing on literacy issues from a linguistic perspective.

A fourth approach, drawing on features of the samples examined, is to reorganize a traditional linguistics syllabus into thematic units directly related to reading instruction, such as the following:

*Language acquisition: L1 and L2* (phonology, syntax)

*Language variation: Dialects* (phonetics, phonology, morphology, discourse)

*Language modalities: Speech and Writing* (phonology, morphology, syntax, discourse, pragmatics)

This model, and suggestions for modification, will be discussed with session participants.

**Robert L. Trammell**, Florida Atlantic University

*Ambisyllabic Consonants: A Key to Correct Stress, Syllabification and Rhythm in ESL*

The nature and rules of syllabification differ from language to language. While there may be universal tendencies toward open syllabification, especially in syllable-timed languages, and while interlanguage phonology may show a preference for open syllables, languages such as English present a more complex set of possibilities.

Among phonologists there exists a division of opinion on the rules of English syllabification at word-internal syllable boundaries between a stressed and unstressed vowel. Some linguists argue that open syllabification is the norm, while others believe the best analysis requires closed syllables. Using periods to indicate clear syllable boundaries and brackets to indicate ambisyllabic consonants, we have, then, *pony* as /po.ni/ or /pon.i/. A third group of linguists maintains that the best solution is to posit “ambisyllabic” consonants, whose articulatory onset and hold close\*or at least half close\*the preceding syllable, while their release acts as the onset of the second syllable\*e.g., /po[n]i/. This third group of linguists is divided as to whether ambisyllabic consonants occur after tense vowels as well as lax vowels. All of the “ambisyllabists” agree on *resin* as /rE[z]In/ with an ambisyllabic /z/ after a lax vowel. However, many of them would say *raisin* is /re.zIn/, with regular open syllabification after a tense vowel.

The answer to the question of whether the syllabification of CVCV sequences with primary stress on the first V and no stress on the second, as in *open*, should “always and only” produce open syllables or “always and only” closed syllables is, perhaps, best left to the level of theoretical phonology. For the purposes of teaching ESL pronunciation, the recognition of at least phonetic- level ambisyllabic consonants is probably the best solution. While errors in choosing open, closed, or half-closed syllabification may not often, by themselves, impede communication, correct syllabification is intimately tied to correct stress. And both of these are tied to choosing the right allophone. An error in stress and/or syllabification, then, may lead to these other phonetic errors which, when combined, may conspire to produce incomprehensible or strongly accented utterances. Finally, errors in English stress and syllabification are often tied to errors in the appropriate rhythm pattern. The latter alone is frequently the culprit in a breakdown in communication, especially at the phrase level.

For these reasons, it is suggested that the ESL instructor first teach English stress patterns, followed by word syllabification and finally word- and phrase-level rhythm patterns. Of course, in reality all three of these aspects of English would be taught and practiced together. However, it is suggested that the emphasis should be in the order: stress patterns, syllabification, then rhythmic patterns.

**Rose Acen Upor**, University of Georgia and **Heather Lee Mello**, University of Georgia

*Measurement of Correct Suppliance and Target-like Use of Articles and Passives in L2 Written Narratives*

Despite high frequency and early input, English articles (the, a/an) remain a generally acknowledged marked feature for most Kiswahili speakers. The purpose of this study was to investigate the underlying processes in terms of article accuracy and use by English language learners. The measures used for data analysis were SOC (Suppliance in Obligatory Context) and (TLU) Target-Like Use. A total of 97 English language learners drawn from varying levels of education participated in an open ended narrative writing. Two raters of different language backgrounds were used to amplify issues that surround rating of L2 learners such as inter-rater reliability and Scott’s Pi, as well as ANOVA procedures and correlations performed to determine accuracy levels across groups and within groups. Through this combination of methods employed, it was discovered that learners made use of demonstratives in place of articles in order to determine specificity of a noun. Systematicity in articles was relative and when it occurred it was governed by the learners’ perception of the semantic function of the participants in the narratives and participant-participant interaction. Although statistically insignificant, the usage of passives forms was also found to increase as the levels of education of the subjects varied. These methods and findings contribute to the study of Second Language Acquisition, English to Speakers of Other Languages and to the use of statistical measures in linguistic analysis.

**Charlotte Vaughn**, North Carolina State University

*Inter- and intra-speaker variation in speech timing*

Quantitative studies of rhythm are often conducted in an attempt to categorize the world’s languages and language varieties into hypothesized rhythm classes, which exist on a scale from syllable- to stress-timed. These studies frequently use the Pairwise Variability Index (PVI) introduced by Low and Grabe (1995), which provides a quantitative metric for rhythm by comparing the difference in duration between one syllable and the next while controlling for speech rate. Studies aimed at categorizing languages and varieties often use the mean or median PVI scores of one or several speakers to represent the variety on the whole. Studies using this approach have yielded valuable information

about rhythmic behavior in varieties including Chicano English, African American English, Lumbee English, and New Zealand English.

The existence of inter-speaker variation presents problems – and opportunities – for this approach. While these have been somewhat addressed in the literature, little has been said about how *intra*-speaker variation may impact overall PVI scores. Patterns in rhythm over the course of an interaction may be obscured by aggregating speakers' PVI scores into a lump median or mean. In other words, do speakers' rhythmic patterns, as measured by PVI, vary over time between or within speech events? The quantitative analysis of intra-speaker variation in PVI, then, may provide a window into how rhythm actually functions over time.

This paper investigates factors that may play a part in intra- and inter-speaker variation through the analysis of a sociolinguistic interview between two young Hispanic males and two female white sociolinguistic fieldworkers in Durham, North Carolina. PVI values of all four speakers throughout the entire interview are compared against a variety of other factors to examine possible correlations and interactions, including speech rate, pause duration, length of utterance, intonation, topic of conversation, and code-switching. While Carter (2004, 2005) found that the average PVI of Hispanic English tended to fall in-between those of Spanish and standard English, this paper takes a closer look at the variation in PVI over time, and indicates that speakers' actual rhythmic patterns are in fact quite complicated and varied.

**Csilla Weninger**, Vanderbilt University

*Investigating semantic roles through corpus analysis*

Previous work in corpus semantics has emphasized the interconnectedness of syntax and lexis (Sinclair 1991), and illustrated how semantic features can extend over multiple lexical units in a linear string (Stubbs 2002). At the center of corpus-based studies into meaning lies the assumption that phrases rather than individual words are the most adequate units of semantic analysis. In this paper I illustrate how corpus analysis can also shed new light on our understanding of semantic roles. Semantic roles (e.g., agent, patient, theme, etc.) in a sentence are typically assigned by mapping them onto sentence elements that have already been identified based on their grammatical function. In other words, phrasal constructions that make up a sentence constitute the basic units for the assignment of semantic roles. While this may be adequate most of the time, I argue that taking clauses as units of analysis may lead to a revision of our inventory of semantic roles.

In particular, I present the results of corpus analysis into the collocational and colligational environments in which the word *residents* recurs in two special corpora on urban revitalization. I focus on a frequent lexico-grammatical frame in which *residents* functions grammatically as a direct object or object of preposition: *They got residents to sign petitions; We will work with residents to build capacity*. I argue that in these cases, *residents* are not simply affected/patient or accompaniment. Rather, *residents* can also be viewed as the assumed agents of the actions expressed by the infinitival structure. The finite and infinite clauses together account for a semantic role for *residents* in these examples as agents aided or facilitated in their actions. I propose that the semantic role of agent be thought of as a graded category that allows for semantic subtleties beyond a dichotomous agent-patient distinction. Further, I argue that using extended lexico-grammatical strings as units of analysis may also strengthen the pragmatic relevance of corpus semantic investigations.

**Leah White**, North Carolina State University

*Exploring family influence: An analysis of sibling speech among Hispanic English speakers in North Carolina*

Within the field of sociolinguistics and studies regarding second language acquisition, much attention has been afforded to Hispanic English over the past few decades. As Hispanic L2 English speakers learn their second language, studies have found that they often look to those a few years older than them or their peer group. While research regarding family influence on the acquisition of a language generally stops as the child enters school and his or her peer group becomes paramount as an influence, it seems a grave mistake to thus imply that siblings are not a part of the potential peer group. This is especially true for Mexican-American families, as research claims that Mexican-American siblings are generally closer than European-American siblings. This paper proposes to examine the speech of Hispanic L2 English speakers in order to determine whether siblings are a possible source of influence with regard to features of accommodation.

This study focuses on Hispanic L2 English speakers within several communities in North Carolina. Prosodic rhythm and two phonological variables with distinct associations to local norms of pronunciation are examined within sociolinguistic interviews recorded with speakers between the ages of seven and eighteen in order to investigate potential evidence of sibling influence on accommodation to local norms. Sibling speakers as well as control age/l.o.r. cohorts without siblings recorded were investigated. While Spanish has often been cited as one of the prototypical syllable-timed languages and English as stress-timed, Hispanic English tends to fall somewhere between them on the continuum. Pre-nasal /æ/ is generally raised in numerous dialects of American English, and in the sites for this study, the pre-voiced /ai/ glide is generally weakened or monophthongized.

Results show that participants' prosodic rhythm become more stress-timed the longer the speaker has lived in the United States, and that younger siblings appear to be leading in this form of accommodation. While all speakers show more accommodation to local norms of prosodic rhythm and vowel production as length of residency increases,

sibling speakers tend to have prosodic rhythm more closely approximating their siblings than their age cohorts. Vowel production for the siblings presents a more complex accommodation pattern, but all sibling pair vowel spaces seem to have some similarities that suggest that there may be an influence carried out by siblings with regard to accommodation to local norms.

These findings suggest that siblings should be given more status as specific sources of variation patterns among Hispanic L2 English speakers, especially of variation associated with local norm accommodation. Especially in L2 English communities, it seems that younger children may sometimes influence older in accommodation to local norms. Further research into the nature of sibling influence patterns is thus warranted for these kinds of communities and should be investigated in more detail and in more communities to determine how the patterns play out.

**Richard Winters**, University of Louisiana at Lafayette

*Matrix Wh-Questions with Subject-Verb Order in Cajun Vernacular English*

In most varieties of English, questioning an object or an adjunct in matrix interrogative sentences results in subject-aux inversion. This I-to-C movement is an effect that Rizzi (1996) attributes to residual V2 features and obtains, along with the fronting of the wh-phrase, in order to satisfy the Wh-Criterion. Should an auxiliary or modal verb not be present, insertion of the dummy verb *do* takes place, given the lack of verb-raising in English. However, Cajun Vernacular English (CVE), which is spoken principally in south central and southwestern Louisiana, allows matrix wh-questions that maintain subject-verb word order (Marshall 1982, Scott 1992, Cheramie 1998) and, subsequently, lack *do*-support, with both argument and adjunct wh-phrases, as shown in (1).

- (1) a. What Mary said?  
b. What time they get home?  
c. Who you can ask?  
d. What I should do?

However, *do* does appear in negated questions when another auxiliary verb or modal is not present, although subject inversion still does not obtain, as shown in (2), which suggests that there is not a null *do* in the examples in (1). These examples also raise the issue of the function of *do* in the negated questions.

- (2) a. Why you didn't wash the dishes?  
b. Which ones John don't like?  
c. Why they can't go with us?

This paper argues within a minimalist framework that residual V2 features are absent in such interrogative sentences in CVE, obviating the need for *do*-support. In the case of negative questions, it is argued that the apparent instantiation of *do*-support is actually a lexicalized negative element composed of *do* and the negative affix *n't*.

**Walt Wolfram**, North Carolina State University

*Implementing a Dialect-Awareness Program in Middle School: From Theory to Practice*

**Panel Organizer:** Walt Wolfram, North Carolina State University

**Participants:** Walt Wolfram, North Carolina State University; Jeffrey Reaser, North Carolina State University; Hannah Askin, North Carolina State University; Ashley Wise, North Carolina State University; TBA, Middle School Teacher, Wake County School System

Although there is a well-established tradition of engagement in sociolinguistics (Labov 1982; Wolfram 1993), there is little explicit discussion of the implementation of practical programs about dialect awareness in an educational setting. There is even less discussion of how teachers and other practitioners without a background in linguistics or sociolinguistics can usefully integrate such knowledge into their curricula. This panel describes the rationale, the methodology, and the practical procedures for implementing dialect awareness programs in middle-school social studies and language arts, including both the development of a formal, systematic curriculum (Reaser and Wolfram 2007) and the development of special student-centered, language-inquiry programs developed with classroom teachers and their middle-school students to enhance literacy through the study of language variation (Young, Reaser, Lee, Wolfram, Pope, and Beale 2007). Different phases of an implementation program currently being undertaken in North Carolina are discussed by the panel participants, which include curriculum developers, researchers, and classroom practitioners.

The first presentation sets forth the rationale for and the assumptions of dialect awareness programs, including (1) the consideration of dialect differences as a legitimate dimension of multicultural education; (2) the connection of language differences with historical and cultural legacy; (3) the study of dialect patterning as a kind of scientific inquiry; and (4) the role of studying language differences in relation to the fulfillment of system-based educational standards and objectives. The guiding principles in the educational approach are based on the assumptions that (1) language differences are inherently interesting to people; (2) language differences are relevant to people's lives on a personal, interactional level; (3) language differences are intrinsically connected to sociohistorical, sociocultural, and regional traditions; (4) effective public education about language variation takes place when learners discover

truths for themselves; (5) positively framed presentations of language variation hold a greater likelihood of being received than those that directly confront ideologies considered to be unassailable; and (6) language differences are embedded in a more broadly based cultural and sociopolitical context and often act as a proxy for these deeper concerns.

The second presentation considers the components of a formal, multi-media based interactive curriculum of study for the middle schools, including the variety of learning styles (e.g. visual, aural, verbal, physical, logical, social, solitary) and activities (e.g. inductive, deductive, reflective, comparison, summative) used in examining language variation. The presentation further examines the pre- and post-test research results from a research study of a dialect awareness program that includes the acquisition of knowledge and language attitudes based on a pilot, experimental program in a school setting where the curriculum was taught by instructors who have no specialized background in linguistics (Reaser 2006). The results of the study are both instructive and encouraging with the respect to the potential for the widescale application of the dialect awareness curriculum.

The next two presentations consider activities that can be undertaken with classroom teachers and their students as special class presentations or workshop activities apart from the immersion of students in the formal 450-minute dialect curriculum. These range from special activities for students related to dialect discrimination and linguistic profiling (Lippi-Green 1997) to fieldwork projects in which the students themselves collect and analyze data on dialect differences in time and space. Specific exercises and activities are illustrated, and the discussion considers the impact of these activities in terms of raising consciousness about dialect differences over the course of a year of application in a public-school setting.

Finally, a classroom teacher who has been involved in the “Voices of North Carolina” language inquiry project will present his/her experiences from the program. This includes a discussion of how general knowledge about language diversity may be incorporated into the standard curriculum in language arts and/or social studies curriculum as well as a description of special student language-inquiry projects. Reports of success and limitations in teacher- and student-initiated activities are included in this discussion.

In the summary presentation, participants will consider both the theoretical and practical impact the program is having on the targeted school system (Wake County, North Carolina) and the plans for implementing dialect awareness programs on a state-wide level and beyond. An inventory of best practices in dialect awareness programs will be presented and discussed based on the experiences of an 18-month partnership with 20 social studies and language arts teachers in Wake County as well as the limitations of implementing such a program. The goal of this project which brings together professionals in curriculum and instruction and sociolinguistics, classroom teachers, and students is to develop a national model for implementing dialect awareness programs in middle-school education.

## **In Memoriam**

The Department of English at East Tennessee State University has announced the death of Dr. Steven Gross. Steve was an Associate Professor of Linguistics in the English department, where he had been since fall 2001. A Ph.D. from the University of South Carolina, he enthusiastically taught a variety of linguistics courses, along with European and American literature surveys. His research interests included the structural outcomes of language contact situations and what they can tell us about universal aspects of language production and current theories of syntax, morphology, phonology, and language change. Steve was greatly respected by his colleagues and will be missed very much.

# Notes