2

Language Variety and Change in Southern Jewish Summer Camps

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Abstract

The tradition of sending kids to sleepaway camp for the summer began in August of 1861 with Frederick and Abigail Gunn, abolitionists and educators from Connecticut. In order to show support for the Union Army, the Gunns organized a two-week, forty-mile camping trek with students from the boarding school where Frederick Gunn was headmaster (Eells 1986). In addition to experiencing a ruggedly self-reliant lifestyle, campers enjoyed hiking, fishing, boating, and swimming--activities prevalent at summer camps today. Camp language reflected Native American and militaristic cultures. At camps with names such as Chocorua and Kehonka, campers were organized into "tribes," slept in "wigwams," and participated in "color wars." As camping expanded, camp language reflected the varying regional, social, and ethnic makeup of the campers and the religious or community organizations that supported them. Research into language at Jewish summer camps has focused on the Northeast, where the first Jewish camps were located (Bernstein 2023). Some of those camps used Yiddish or Hebrew as their primary language. Although Yiddishist and Hebraist camps differed in their political and religious goals, they "shared a core belief: that language had a unique power to strengthen Jewish culture and shape youth" (Fox 2023, p. 125). In recent years, Jewish camps have proliferated in the South, and Hebrew immersion has largely given way to "Camp Hebraized English" (Benor 2020). Using data gathered from social media, archival materials, and historical and linguistic research, this study examines language variety and change in Jewish summer camps of the American South.

4

THERE'S NO "I" IN HOCKEY: INTERVIEWS AS A VEHICLE FOR IDENTITY CONSTRUCTION IN THE HOCKEY COMMUNITY OF PRACTICE

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Abstract

The complexity of the community of practice represented by a professional sports team yields fascinating yet understudied sociolinguistic data on sense of identity and belonging within the specific institutional context. The postgame interview between athlete and media personnel presents a meaningful interactional analysis on that player's positionality as a member of the group, and these interactions have tangible, real-world implications. Data are taken from the postgame interviews of the Colorado Avalanche professional men's ice hockey team during the 2020 postseason. Analysis of these interactions provides insight as to the athlete's ability to use the interview as a vehicle to develop himself as a part of his team, or his "teamness."I identify the ways in which the team's culture is constructed and reinforced through specific linguistic practices and how it takes shape partially in the public eye during media interviews—with the interview a vehicle for individual and whole group belonging. The interview context further introduces the interviewer as a co-constructor who at once holds an agenda and makes space for the athlete to be agentive. The data illustrate the role of switching person deixis in cases of praise and blame, positioning evasion as the appropriate answer to avoid taking credit for oneself or placing blame on a teammate. I use research on response design to illuminate these practices and link the institutional role of the athlete to his appropriate performance of "teamness" through his use of language.

5

Bridging the Gap between Linguistic Diversity and Standardized Testing: Addressing Global Englishes in Language Teaching and Assessment

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Abstract

The United States (US) has been the top destination for migrants for decades, and it is the country with the highest number of international students with around one million students per year, which is expected to continue in the near future (UN, 2022). Correspondingly, located within and around the world's largest migration corridor and having the busiest ports and airports, the demographics, linguistic, and cultural landscape of Southern states, such as Texas, Florida, and Georgia, have been enriched over the years (Statista, 2022). In this context, considering the linguistic diversity in these regions, it can be observed that there are various uses and instances of English, namely, Global Englishes (Kachru, 1992). However, despite this diversity, English language teaching and assessment practices are still based on standardized forms of English, which violates the principles of locally responsive teaching and valid assessment as the testees must be responsible for what they are taught and what they practice (Hughes, 2004). Also, theoretically, the linguistic competence and performance of individuals differ based on their various factors (Chomsky, 1965, as cited in Chesi and Moro, 2015). However, the up-front standardized tests, such as the Test of English as a Foreign Language (TOEFL), evaluate test takers based on their instant performance rather than their overall competence, which arguably is not a valid and fair way of assessing language proficiency (Chapelle, 2011). Besides, these traditional practices may not respond to the fairness and diversity/inclusion values of the 21st century. Therefore, this study aims to develop a deeper understanding of the linguistic diversity of the South and to propose potential English language teaching/assessment practices that can respond to validity, fairness, and inclusion. In this respect, we examined and documented prominent linguistic features of different varieties of English that are dominant in Southern states: Afro-American, Asian, and Latino English, particularly by focusing on their phonology and pronunciation of certain words that are common in standardized tests. Then, we critically evaluated the content and oral performance assessment criteria of the most popular standardized English test in the world, TOEFL, to emphasize the validity and fairness issues that it may bear. In addition, depending on the data we got and by referring to existing literature, we discussed the necessity, feasibility, and possible ways of integrating Global Englishes into the English language teaching and testing system to ensure validity and equity.

6

Ethnic identity in long-term isolation

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Abstract

What happens when generations of a single African American family live in the context of a an isolated dialect community of an Anglo community for 150 years? In 1865, a formerly enslaved African American family from the rural community of Blounts Creek, North Carolina, moved to Ocracoke Island and lived there until the final member of the family died in 2008 at age 103. Based on recorded interviews, we have presented analyses hat showed that the last Black resident, Muzel Bryant, had a mixed alignment of features, preserving some of the African American Language (AAL) structures while adopting some traits from the unique regional dialect. A preserved recording of Muzel's brother Jules allowed us to compare his speech with Muzel's. Jules accommodated more of the local dialect than his sister, including its iconic hoi toid production for high tide while still preserving selective AAL features.

The grandparents of Muzel and Jules Bryant traveled to Ocracoke speaking a version of AAL widely spoken in the site where they had been enslaved. They had two children who lived to adulthood, and one became the mother of Muzel and Jules, along with seven other siblings raised on Ocracoke. In previous analyses we demonstrated that Muzel's structural features favored AAL a finding verified in perceptual studies of her speech. Her brother Jules sounded more like an islander, however, despite a few traces of AAL. How do we explain the long-term maintenance of AAL and differences in the siblings?

Because of school segregation, the Bryant could not attend the school. While the white children were at school, the 9 Bryant children interacted mainly with siblings and parents, a situation that would certainly help to maintain a distinct dialect community for the single, isolated African American family. The explanation of differences between the two siblings is found in varied gendered privileges in social activities within the community. Muzel worked as a domestic and socialized primarily with her family apart from her work. On the other hand, her brother Jules fished, played pool, and joined local poker games, having a much broader sphere of social participation. The interactional difference explains his adoption of iconic local dialect identity in phonology while preserving selective syntactic forms of AAL from his family interaction at the same time. Case studies such as these help us understand long-term socioethnic perpetuation and diversity in the ethnolinguistic alignment of African American speakers—even in isolation.

7

Macro and micro demographic changes and their linguistic consequences

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Abstract

In 2004 Tillery et al. proposed that demography should be the major focus of research on language change during the 21st century. They pointed out that the U.S. was undergoing dramatic demographic developments that (1) were reshaping the composition and distribution of the country's population; (2) would most likely continue for the next half century; and (3) could have wide-ranging linguistic consequences. Two decades later the relationships among demographic developments and linguistic change are still not well understood. This paper explores some of those relationships by examining demographic change in Texas at the macro and micro level, and some of the linguistic consequences of each type of change.

The data for this analysis comes from two real-time sources. First, two random sample surveys of Texas done in 1989/90 and 2014/15 provide trend surveys that allow for the examination of macro level changes. Second, the Springville Project, a thirty-year field study of a rural Texas community, includes a panel survey that permits the exploration of micro level changes. Texas is particularly useful for exploring the effects of demography on language change because it has undergone massive population shifts since 1990. While Springville has remained stable during this time, the demography of the Springville school has changed dramatically – with important linguistic consequences. We analyze several iconic features, such as fixin' to and yall, durative/habitual be, zero copula, and quotative be like using a variety of statistical techniques including binary logistic regression, all-possible-regression with backward elimination, and Classification and Regression Trees.

We show that although many traditional features of Texas English are disappearing, some iconic morphosyntactic features remain strong, and the factors influencing their use have changed substantially. On a macro level, in 1990 variation occurred along three dimensions: rurality, ethnicity, and nativity; identity with Texas was a minor factor. By 2015, as Hispanics supplanted non-Hispanic whites as both the largest ethnic group and the group with the largest percentage of native Texans, nativity and identity with Texas were the most important dimensions of variation. On a micro level, population changes in the Springville school have been important in introducing innovations like quotative be like. They have also led to diminishing use of features like zero copula; durative/habitual be, however, has remained strong. We show that the consequences of demographic change are not straightforward but depend on the type of change and its subsequent effect on the composition of a population.

Tillery, Bailey, and Wikle. 2004. Demographic change and American dialectology in the twenty-first century. American Speech 79(3): 227-249.

9

The Changing Sociolinguistic Profile of the Mississippi Band of Choctaw Indians

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Abstract

The federally recognized Mississippi Band of Choctaw Indians have a remarkable history as one of the relatively few remaining Indigenous peoples east of the Mississippi River whose population remains resident on or near their historic lands and who still maintain natural transmission of their legacy language to a higher degree than most other Indigenous groups in North America, regardless of location. However, most of the prior Choctaw-related research has drawn primarily from the relocated Oklahoma population (relocated as a consequence of the 1830 Indian Removal Act). Hence the unfolding profile of the Mississippi Band of Choctaw Indians has much to contribute to a more complete, more panoramic view. Some of the historical and situational sociolinguistic background leading to the current configuration of the Mississippi Band of Choctaw Indians will be presented. The main focus of the presentation, however, will be provided in relation to the testimony of maternal-language Choctaw speaker and Mississippi Band of Choctaw Indians member Michael K. Billie (37 yrs). As an educated (University of Alabama) tribal insider, he is uniquely situated to provide an insightful perspective on current conditions and future prospects, including the evolution in attitudes leading to the expansion of Choctaw instruction in tribal schools, due to his upbringing in a Choctaw speaking household, his youth, his keen interest in language-related matters, both historic and current and regarding both Choctaw and Choctaw English (representative examples will be presented, including some untapped English vocabulary not listed in DARE), and his engagement in the preservation and renewal of Choctaw practices, many of which are language related, such as traditional chanting and dancing (and newly evolved approaches), stickball competitions, congregational use, and family gatherings. Commentary on the place of language and subdialects as components of Choctaw identity will also be included, as well as personal testimony about the ultimate irony of being an Indigenous American who deals with the fear of being profiled and misidentified as an undocumented non-citizen. In relation to language preservation efforts, the topic of electronic interconnectivity and the expansion of Choctaw language resources online will also be addressed. Though the dynamics of globalization constitute a formidable threat to the preservation of the local linguacultural integrity of minoritized linguistic communities everywhere, including Choctaw, the electronic platforms of globalization, especially its democratized media, are also being harnessed as a partial solution to that same threat, via interconnection and the broadcasting of local legacy language and culture.

11

The Rate and Pace of Change in Appalachian English

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Abstract

Recent work across the South (Renwick et al. 2023, Dodsworth and Kohn 2012, Prichard 2010, among others) has found that many traditional features across the language system - from monophthongization of /ay/ and the Southern Vowel Shift (SVS) to multiple modals - are receding in usage, especially among urban Southerners. And, other work has shown an increase in language features that are not traditionally associated with the South, such as positive anymore and quotative like. However, other work, focusing more on rural areas (Irons 2007, Reed 2018, Hasty and Childs 2021) has found that the traditional features are alive and well (if not advancing) in both phonetics and morphosyntax, particularly in the Appalachian South. In fact, Hazen (2018) notes that much of the diversity 'results from the differences between towns and rural areas' (404). Further, this urban/rural distinction is not unique to Appalachia, as Childs and Van Herk (2018) found similar maintenance of and perceptions toward traditional features in Newfoundland. The present study seeks to address this discrepancy by focusing on Appalachian varieties and comparing and contrasting the presence and prevalence of traditional and non-traditional features across the region. Such a comparison can illuminate whether features are in recession across the entire South, or if there are distinct subregions or other factors that influence usage.

Using a mixed methods approach, data for the present study include sociolinguistic interviews, survey responses, and ethnographic descriptions of speech. Speakers are drawn from several subregions of Appalachia, and includes respondents from both urban and rural areas, balanced for age and education level.

Results from the sociolinguistic interviews show that for rural speakers, both old and young speakers regardless of education level show clear presence of certain traditional phonetic features, whereas some of the same features are receding in urban speech. For the survey respondents, differences in the use of traditional features across Appalachian subregions suggests nuanced interpretations of Appalachian English and the region that are attentive to sociodemographic factors.

Thus, we conclude that no region is monolithic, and care must be taken when describing any large-scale change. We have shown that some areas show recession, while others show advancement of traditional features. Urbanity is one factor affecting whether speakers might use or not use a feature, and connection to place and how that person orients to place features prominently, in concert with other psychosocial factors.

13

Payback: Southern Views of Northern English

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Abstract

Payback: Southern Views of Northern English

The king and queen of US enregisterment is the South, amply demonstrated in attitude, perception, and folk/ethnographic investigations (e.g., Author 1996). Less frequently investigated has been Southern regard for Northern speech. This presentation first looks at the fewer studies of discourses about the North, experimental responses to Northern speech, and folk linguistic/perceptual dialectological surveys that have treated this theme. New work in perceptual dialectology (including hand-drawn maps) coupled with topic-directed folk linguistic interview data and variety imitation are compared with these older studies to determine if there are real-time changes in stances, beliefs, and stereotypes.

Some of these findings point to a shift in regional identification itself. Just as earlier research showed a Northern age-related shift from the caricature of a Rhett Butler South to a Dukes of Hazard South, this newer work suggests that younger Southerners are more likely to identify the New York and Boston-centered Northeast as "The North" rather than the Inland North or Upper Midwest. This shift is also evident in speech imitation, changing from Southern reluctance to perform at all to somewhat more readily performed but clearly popular culture derived tropes: "I'm walkin' heah," although that line dates back to 1969's Midnight Cowboy (Author 2023).

Characterizations of Northern speech, however, still suggest an indexical field with such prominent features as fast, nasal, unfriendly, in the rat race, well-educated, snobbish, physically incapable, and liberal. The shift to the Northeast, however, has triggered stronger stereotypes of the urban tough-guy. These changes are also reflected in a recent restudy of Michigan perceptions of the US in general (Alfaraz and Author 2024). Although the attitudes did not substantially change, the Northeast was more prominent in this study than work done forty years ago (e.g., Author 1996), even replacing the local area as the second most frequently identified. The South did not budge from first place, and, although its extent of was somewhat larger, a larger percentage of respondents separated an Appalachian South.

In general, the South is still the "Touchstone" (Author 1997) for Northern and Southern speakers alike; Southern perceptions of a linguistic North lag far behind. Caricatures and representative personae still loom large for Southern perceptions of a distinct North, but the focus is not a strongly language oriented.

14

Multilingual Graduate Students Navigating Academic Digital Discourse: Challenges and Strategies

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Abstract

Interacting with peers effectively and leading discussions collaboratively have become crucial components of graduate student's professional development. Students become effective leaders and co-workers through multiple activities, including meaningful conversations and interactions with peers (Dugan & Komives, 2010; Kodama & Dugan, 2013) and participating in student organizations (Garcia et al., 2017; Kodama & Dugan, 2013). The present study has continued that focus by exploring how multilingual graduate students socialize into academic discourse when collaborating with their more experienced peers during professional Zoom meetings and group chats. Using critical discourse analysis informed by ethnographic and conversation analytic practices, I collected the data through video-recorded observations, shared written texts, and interviews. I particularly look at how multilingual graduate students socialize into a professional academic context from the perspective of both experienced and novice members, as well as what challenges and strategies they use for effective collaboration. The participants are seven non-native English M.A. and Ph.D. students at the Department of Modern Languages at a large U.S. university who are also members of a departmental student-run professional organization. Findings illuminate how multilingual graduate students use various discourse processes to effectively exercise their agency to participate in digital social interaction within a professional context. The study seeks to enhance our understanding of students' leadership and cross-cultural communication skills and promote cultural diversity and inclusion.

15

What do you do with a Southerner who doesn't sound Southern?: Personae and unmet linguistic expectations

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Abstract

New Orleans English (NOE) is well documented as divergent within the American South (Labov et al 2006; Carmichael 2014), though there is little perceptual work on this dialect. To fill this gap, we sought to assess what listeners do when they encounter the peculiar North-South combination of linguistic features in NOE, namely nonrhoticity and raised THOUGHT (NYC-linked features), /ai/-monophthongization (Southern-linked feature), and raised MOUTH (Canadia/Inland North-linked feature).

A matched guise test was administered via Prolific with stimuli consisting of 2 NOE speakers reading the same sentence frames: one containing only NOE features also indexical of Southern varieties (ai-monophthongization) and the other containing only NOE features also indexical of NYC varieties (non-rhoticity, raised THOUGHT). These sentence frames were variably spliced with additional features, resulting in sixteen stimuli (2 speakers x 2 sentence frames x 4 completion variants) of the following combinations:

Southern *OR* NYC

+

(Bare frame) *OR* Raised THOUGHT *OR* Non-rhoticity *OR* Raised MOUTH

160 participants, all from either the NYC area or the South, heard one variant of each of the two frames from one of the two speakers. For each trial, participants indicated the region they perceived the speaker to be from: Northeastern, Midwestern, Southern, Southwestern, or Western. They also were prompted to identify the speaker's specific location and occupation, and to provide any other descriptors in an open-answer text entry box.

The NYC sentence frame stimuli were overwhelmingly rated as cuing Northeastern U.S. origin, regardless of the variant ending (73%-82%). However, stimuli with the Southern frame showed variation

in regional categorization by variant ending. While these stimuli were still rated as most likely to reflect Southern origin regardless of the variant ending, “Southern” responses were significantly higher in the bare frame variant (83%) as compared to the other three variants (58%-68%). While 0% of participants classified the speaker as being from the Northeast and only 5% from the Midwest in the bare frame condition, the NYC-linked variant endings (non-rhoticity and raised THOUGHT) each yielded over 10% each of Northeastern and Midwestern responses, whereas the raised MOUTH variant ending led to a 25% Midwestern classification.

We consider these results using the framework of personae (e.g. D’Onofrio 2020), delving into participants’ qualitative descriptions of speakers, which we argue point to specific personae linked to region based on the combination of features they encountered. Results provide key insights into the decoding process listeners enact when facing conflicting linguistic input.

16

"I'd Say He's from Somewheres Else!": Dialect Marking of Outsiders in *The Andy Griffith Show* and the Future of Southern English

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Abstract

Traditionally, speakers of non-standard English dialects are marked as outsiders of mainstream American culture. In some cases, a non-standard dialect marks a speaker as a privileged member of a group which desires outsider status. This is illustrated in *The Andy Griffith Show* (*TAGS*). In this fabricated southern world, the standard/preferred dialect is the southern dialect.

The imaginary town of Mayberry helped to establish a rural, southern setting for *TAGS*. It was precisely this setting that endeared the television show to many Americans. It was purportedly a simpler time and place, which was free from the stresses of modernity. Mayberry was a primordial Garden of Eden and remarkably was immune from the turbulent 1960s (Kelly). Viewers (then and now) could experience a respite from socially turbulent times by entering the fictional world of Mayberry, which was marked by wide-spread use of the southern dialect.

To be a citizen of Mayberry had few essential requirements. Citizens of Mayberry had to show little concern for outside issues: war, poverty, and racism. Town residents were concerned about picnics, beauty pageants, and choral performances. Another requirement was a proud southern heritage, commonly established through a southern dialect. Not all characters (given the various backgrounds of actors) used a southern dialect. But interestingly, the *TAGS* writers and casting directors never had ne'er-do-wells (bank robbers, scam artists) use a southern dialect. That would have been an abomination. "Good" characters had some variety of dialects; however, the charlatans could never possess a genteel southern dialect.

This presentation will focus on thirty-three charlatans and their dialects in the first five seasons of *TAGS*. In addition, the presentation will provide data (e.g., interviews, Andy Griffith's handwritten notes on original scripts, plot changes) of a conscious decision to manipulate this dialect to establish heroes and villains, that is residents and non-residents of the southern town of Mayberry.

The presentation will conclude with speculation on how this dialect, if it continues to exist (Renwick), will be portrayed in future media. While in the past, media has had a love/hate relationship with this dialect, the dialect receives limited affection in current media.

17

The Language Learning Experiences project: Examining how (dis)continuity of learning and previous L2 experiences impact present classroom dispositions in a US southeastern university

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Abstract

The longitudinal project titled "Language Learning Experiences" (LLE) considers a variety of affective variables (e.g., language anxiety, confidence, and enjoyment) and learners' demographic features to better understand the multiple influences that impact language learners' attitudes toward the acquisition of an additional language (L2) in a postsecondary context. This specific iteration of the project seeks to understand how (dis)continuity of formal language learning and previous K-12 experiences in the language classroom influence current dispositions toward the learning of the L2. From 2017-2021, 2421 surveys and several focus group interviews were collected from L2 learners of French, German, and Spanish enrolled in a university in the US Southeast. Both quantitative and qualitative data were analyzed to explore how L2 learners' backgrounds predicted their current emotions toward and expectations for L2 learning environments. Quantitative analyses showed there was a moderate relationship between not taking a formal language class for over a year and higher levels of L2 anxiety, lower levels of L2 confidence, and lower levels of language learning enjoyment. Many of these results were corroborated in the focus group interviews with students and instructors. Likewise, those students with negative language learning experiences in K-12 educational contexts were more likely to switch their L2 of study once in college in order to have a "clean slate" and "fresh start", since they held too many negative associations with the subject or had low levels of confidence. Furthermore, those students who rated their prior L2 experiences as positive and who had encouraging K-12 instructors were more likely to have higher levels of L2 confidence and L2 excitement for the semester. These findings can inform advising practices for secondary and post-secondary language learners, specifically regarding when to take their language courses in both contexts. Additionally, these results can assist L2 instructors to better understand their students and, as a result, to better plan targeted learning interventions, which ideally would lead to enhanced L2 experiences and increased L2 learner retention in US L2 programs.

18

Integrating Linguistics into English Language Arts: Teaching Language Concepts in a Diverse Ninth-Grade Classroom in Georgia

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Abstract

Walt Wolfram says that "the linguists who care about language, society, and education need a synergistic relationship with primary practitioners who stand at the intersection of language use in everyday venues of social and educational life" (2019, p. 61). In this session, a linguistics professor and an education professor will share data from their four-week linguistics-based curriculum. A collaborative project between the two professors, an English Language Arts (ELA) classroom teacher, and a special education teacher, the curriculum engaged with a diverse ninth-grade classroom in the Atlanta metro area. While teaching concepts such as direct/indirect speech acts, language history and contact, translanguaging, and dialect, the researchers also steered instruction towards helping students understand the multilingual and multilectal identities of the classroom, which included Spanish, Portuguese, Southern US English, and Black English. The goal was to test an *integrative rather than additive approach* to teaching linguistics and language variation in the ninth grade (Devereaux & Palmer, 2019, p. xxi): we designed and taught a curriculum in which learning about linguistic concepts foundationally supported learning about ELA concepts already required by the secondary curriculum, such as nouns, tone, mood, and types of irony.

Beyond the curriculum, the researchers will discuss other classroom-based considerations, such as the ESOL population in the classroom. Contextual realities such as this compelled the researchers to include conversations about cross-language and cross-dialectal communications, including the importance of clear discourse and active listening.

Data collected from surveys and interviews indicate that students appreciated the linguistic concepts integrated into their curriculum because (1) it helped them grow personally, (2) it gave them an understanding of the multiplicity of language, and (3) it encouraged them to gain an appreciation of others, both their language and their culture. Based on this data, we argue that integrating linguistic concepts into an existing secondary curriculum not only supports student learning about core ELA concepts. It also helps students better understand and embrace the increasing demographic and linguistic diversity occurring not only in the US South but in many areas of the United States.

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19

Affixal negation and lexical creativity in Ta-Nehisi Coates's writings

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Abstract

Affixal negation has been a somewhat neglected subdomain in studies of linguistic negation (Joshi, 2020). However, affixal negation is worth paying attention to as it is frequently utilized by speakers to produce novel or low-frequency formations in appropriate contexts (Bauer et al. 2013). Such lexical creativity contributes to "the construction of discourse meaning… in subtle and interesting ways" (Munat, 2007, p. xiv).

This paper presents a case study of the use of negative affixes in the writings of a contemporary African American writer, Ta-Nehisi Coates. Negation here is understood as a phenomenon of semantic opposition (Horn & Wansing, 2020). Methodologically, the study uses quantitative and qualitative approaches by combining corpus linguistic tools and techniques with (con)textual analysis. The dataset is *the Corpus of the non-fictional writings by Ta-Nehisi Coates* (COCO) comprised of 350 full-text articles (468,899 words) from 1996 until 2018 (Hathaway, 2019). The study provides a thorough corpus-based investigation of patterns with English negative affixes (*un-, iN-[1], dis-/dys-, de-, -less, mis-, non-, anti-, a(n)-* and *mal-*) in a specific domain, namely, anti-racist discourse. Based on the concepts of productivity and lexicalization, the prefixes *un-, non-,* and *anti-* were selected for further analysis. In COCO, the three prefixes attach relatively freely to a variety of bases: individual bases (e.g. *nonevent*), compounds (e.g. *anti-crime wave*) and phrases (e.g. *un-first-lady-like*). The *un-* prefixed forms (922 tokens) display the most varied distribution in terms of output word categories: adjectives and adjectival participle (66%), adverbs (10%), nouns (9%), preposition *unlike* (8%), and verbs (7%); whereas the *non-* prefixed forms (128 tokens) amount to 56% adjectives/adjectival uses, 42% nouns and 2% adverbs; and the *anti-*word formations (100 tokens) are represented by 67% adjectives/adjectival uses and 33% nouns.

The three prefixes and their often nonce-word formations were subjected to further (con)textual analysis. For example, *anti-crime wave* refers to the decreasing crime rates in opposition to *crime wave* which means 'an increase in the number of crimes'. The results of the study show that Coates creatively uses negative affixes to convey various dimensions of semantic opposition, which highlights the interaction between the prefix, the base and the context.

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Note:

[1] The prefix *iN*- includes the negative prefix *in*- and its phonological/orthographic variations (due to assimilation), such as *im-, il-, ig-,* and *ir*-.

20

Code-Switching Between Nigerian English and Nigerian Pidgin English in Nollywood's "Glamour Girls"

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Abstract

This study examines Nigerian English (NE)-Nigerian Pidgin English(NPE) code-switching (CS) in the Nollywood movie “Glamour Girls”, released on Netflix on June 24, 2022. The movie focuses on independent single women navigating through Nigeria's typically male-dominated culture. This movie was chosen because it features NE and NPE code-switching with realistic dialogue. Given the official and unofficial national lingua franca status of NE and NPE (Agbo & Plag, 2020, December; Donwa-Ifode, 1984, as cited by Osoba & Alebiosu, 2016; Osoba, 2015, March), investigating the use, speaker’s attitude and co-existence of NE and NPE has drawn scholarly attention (Akande & Salami, 2010; Amakiri & Igani, 2015; Balogun, 2013; Oreoluwa, 2015; Osoba, 2014). However, the empirical study of the indexical meanings attached to these language varieties has been ignored. This research attempts to answer the following questions: Is there variation in using NE and NPE among speakers? What are the functions and indexical meanings of NE-NPE code switching? The theories of indexicality and Rationality were used in this analysis (Bolonyai, 2005; Johnstone, 2017; Myers-scotton & Bolonyai, 2001, March; Wei, 2016). Seven instances of code-switching between NE and NPE were collected and analyzed after a thorough movie review, considering contextual factors for a deeper understanding of the indexical meanings and motivations behind code-switching. Additionally, character speech was analyzed in terms of social types to identify corresponding linguistic patterns (Agha, 2008). The results indicate that characters represented as uneducated, immoral, defiant, unsophisticated are more likely to code-switch into the NPE language variety than educated, sophisticated and prestigious Nigerians. Furthermore, the code-switching patterns indicate that speakers optimize their code choices to achieve specific goals such as solidarity, prestige and authenticity.

21

"*Te miraban como si tenías una enfermedad o algo*": Raciolinguistic ideologies and lived experiences speaking Spanish in the Upstate of South Carolina

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Abstract

Within the last twenty years, there has been a notable increase in the presence and awareness of the Latinx population in the Southeast of the U.S. However, there is still more to be investigated regarding the language experiences and attitudes of Spanish-English bilingual speakers in the Upstate of South Carolina.

The longitudinal investigation explores the experiences of Latinx speakers' use of Spanish in the Upstate of South Carolina and its reception by local community members. This presentation incorporates qualitative analyses of 41 sociolinguistic interviews that included participants' experiences with speaking Spanish in public. Importantly, the data are filtered through a raciolinguistic perspective (Flores & Rosa, 2017), which argues that race and language are co-naturalized and must be analyzed conjointly. With an aim to document how raciolinguistic ideologies are present in the Upstate, the following research questions will be addressed:

1. What type of experiences did Latinx Spanish speakers report when using Spanish in public?
2. While hypothetical, how would these same speakers respond if Spanish was used with them in public by non-native speakers (presumably Anglos)?

Overall, participants reported more negative experiences with speaking Spanish in public in the Upstate. More than half of the participants mentioned negative reactions (e.g., discriminatory remarks or racist encounters) from white "americanos". Additionally, many participants indicated negative experiences with racialization including many instances of the literal "white gaze" (Flores & Rosa, 2015). For example, participants recounted receiving weird or bad looks from others while using Spanish in public, which reflected the attitude that using any language other than English is "deviant" and "defiant". Finally, participants hypothesized that they would react positively to a non-native speaker using Spanish with them in public, as long as Spanish was used earnestly by Anglos, and not to mock the language or its speakers. The presentation will conclude with some concrete examples of how Spanish speakers were disrupting harmful raciolinguistic ideologies and how others conformed to dominant practices.

22

AY ungliding through 50 years of real time at the northern periphery of the changing South

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Abstract

This paper examines language variation in the changing South: not by considering demographic or population changes there, but by analyzing real-time language change in, or perhaps adjacent to, it. We present the case of AY monophthongization in extreme southern Indiana, in a community on the Ohio River just west of Louisville Kentucky. While Indiana is generally recognized as falling outside of America's cultural South (Cramer & Preston 2018, Wolfram 2003), this particular community is located at *ANAE*'s very limit of Southern American English (Labov et al 2006).

The data spans some 50 years of real time: 4 speakers were recorded for *DARE* and *LANCS* in the 1960s, and we interviewed 15 speakers in the early 2000s and 20 in the mid 2010s. They were all white, which is generally consistent with local demographics. Quasi-randomly sampled tokens of AY (n=1339) were auditorily coded as diphthongal vs glide-reduced. We observe an overall rate of 49% glide reduction for all speakers across all time periods in all contexts. At first, this rose slightly, but significantly ($p<0.05$), from 58% in the 1960s to 62% in the 2000s and then fell substantially ($p<0.001$) to 40% in the 2010s. (All p values are from an ANOVA.) We also observe phonological conditioning that is common throughout much of the South (Labov et al 2006, Thomas 2001) whereby pre-voiceless tokens are monophthongized less than other tokens: 17% pre-voiceless vs 68% elsewhere ($p<0.001$) for all speakers across all time periods. This phonological conditioning was active in each time period, although the gap between pre-voiceless and elsewhere tokens was narrower, but not significantly so, in the 1960s (32% vs 67%) than in the 21st century (17% vs 68%, on average), thereby suggesting that the eventual decline in AY ungliding through real time in this community may be due to a decrease in pre-voiceless monophthongization.

The eventual decline of AY monophthongization revealed through real time, here, echoes its decline observed in other (usually apparent-time) studies (e.g., Bernstein 2006, Bowie 2001, Fridland 2003, Jacewicz et al 2011, Labov et al 2006, Oxley 2009, Renwick et al 2023, Thomas 1997). Thus, we demonstrate that not only are unambiguously Southern speech communities becoming less southern with respect to this one linguistic stereotype, but so it may be for peripherally Southern communities, too. In this way, we find that language varieties both in and around the changing South are evolving in similar ways.

24

A comparison of the OLL of Southeastern and Midwestern HSIs

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Abstract

The aim of this presentation is to juxtapose the online linguistic landscape (OLL) of Southeastern and Midwestern Hispanic-Serving Institutions (HSIs), and to compare what function languages other than English (LOTEs), specifically Spanish, serve in the context of the schools' websites.This function can be described as either emblematic or communicative in its dispersal throughout the schoolscape (Giacon, 2020, Gorter, 2023). Emblematic signage can range from solely images of LOTEs to vague motivational phrases (East-West University), whereas that which is communicative serves a more informational purpose, e.g., financial aid information (Dalton State College). As of 2023, Illinois has 17 new HSIs, according to the HACU website; adding to the research Dr. Richard Hallet and his then research assistant began in 2021-22, this study includes the scouring and data logging of the LOTEs found in these Midwestern HSIs. Analysis of this new data reveals these institutions' dispositions towards their duty as HSIs. The findings, which are very much similar to those found by Dr. Hallet's previous research assistant, are merely solidified by this extra data.

When the LOTEs proved to be communicative, the language and intended audience was aligned differently between Midwestern and Southeastern HSIs. The Midwestern HSIs are more closely geared towards nontraditional, immigrant, and adult students. The signage, when available, in the Southeastern HSIs, however, was directed towards a more traditional student audience. Though these findings are not revolutionary, it is interesting to note that, even with the addition of the new data from recently-emerged HSIs from the Midwest, the results seem to be relatively the same as those found previously.

26

Designing a successful language program: From input to output to program policies

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Abstract

All theories and models of language acquisition consider input (i.e., language data to which learners are exposed that is meant to convey a message) as an instrumental and necessary component in order for successful language acquisition to take place. The question has been posed throughout decades of research, is all language input equally effective? Additionally, what is the role of feedback during language learning? Ever put students into groups and they don't interact? We will look at why this happens and how it won't anymore. The purpose of the present discussion is to review particular types of input from a research perspective and discuss how they function regarding cognitive processing strategy alteration, the role of certain types of feedback, composition writing and feedback protocols, the role of task-based language learning, as well as course program policies that incentivize active participation and that document and penalize non-completions. These perspectives allow for successful language acquisition to take place in all language course delivery modalities.

27

Kossula's Africatown English: Distinctive Features as Depicted in Zora Neale Hurston's *Barracoon*

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Abstract

Background

In 1866 a group of Africans, shipmates on the last known slave ship to arrive in America, founded Africatown near Mobile, Alabama. The Africans were known locally for their distinct variety of English (Diouf 2007, Roche 1914, Allen Jones 1979, Lewis 1979). In 1927, Zora Neale Hurston visited Africatown and interviewed shipmate Kossula. Her manuscript *Barracoon* (2018), recently published, portrays Kossula's speech with dense orthographic indication of dialect features, and so provides a unique window into Africatown, with implications for early Black English.

Methods

I compare Hurston's orthographic choices in 1,800 lines of *Barracoon* dialogue to her choices in 4,000 lines of Southern Black English dialogue in another non-fiction work, *Mules and Men* (2008 [1935]). I match the *Mules and Men* patterns to independently attested linguistic features to determine Hurston's baseline representation of Black English, then contrast the *Barracoon* text.

Findings

Hurston portrays Kossula's English as notably distinct.

Patterns (nearly) exclusive to *Barracoon*:

- **Verb-final <-ee>:** A striking pattern in *Barracoon*, many verbs have paragogic <-ee>, e.g. <gottee>, <needee> (Hurston 2018:72).
- **Invariant <be>:** How widespread invariant "be" forms were in early Black English is debated (Kautzsch 2008), but they are rare in *Mules and Men*. There are nineteen examples in *Barracoon*.
- **Absence of infinitive <to>:** As in <I try so hard be good to our chillun> (Hurston 2018:74).

Patterns (nearly) absent from *Barracoon*:

- **Spelling of unstressed syllables as <uh>:** Presumably syllable reduction, pervasive in American Englishes (Bailey and Thomas 1998), portrayed throughout *Mules and Men*.
- **Spelling of <ai>/<i>/<y> as <ah>:** Presumably glide weakening, a highly recognizable feature of Southern dialects (Bailey and Thomas 1998), portrayed throughout *Mules and Men*.

These absences may indicate that Kossula did not use these two features, or Hurston may have removed them for stylistic reasons.

Patterns in both works, with differences:

- **Copula absence:** In *Mules and Men*, only with <is> and <are.> In Barracoon also in first person and in past tense, as in Afro-Caribbean Englishes (Wolfram and Myrick 2017).
- **<Ain't>:** Appears only in *Barracoon* in past tense. Past "ain't" spread in Black Englishes later in the 20th century (Fisher 2022).
- **Spelling of <th> as <d>:** Presumably [ð]-stopping (Bailey and Thomas 1998). Shown in two-thirds of potential environments in *Mules and Men*, and over 90% in *Barracoon*.
- **Pronominal apposition:** Rare in *Mules and Men*, as expected in American English dialects (Tagliamonte and Jankowski 2019). In *Barracoon* occurs fifteen times as often and in embedded contexts.

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28

Is *Como Like* an Emerging American Spanish Quotative?

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Abstract

Recently, bilingual heritage Spanish-English speakers in the Southeast have forged a new quotative using como like in their verbal interactions. This compound verb can be found alongside code switching when the speaker is talking to listeners who are also proficient bilinguals, as in,

1) "And then she didn't want to talk to me anymore, *como like* dissing me, 'You don't get it. No tienes idea del problema…'"

Blackwell and Fox Tree (2012) assert that the choice of quotative is influenced by the relationship among the speaker, the quotee and the addressee. Como like as an emerging quotative represents the identity of a Hispanic population of the United States that is neither foreign-born nor second-generation English speakers but fully bilingual speakers of some variety of U.S. Spanish and American English. In conversations of U.S. heritage Spanish English interlocutors, como like may signal solidarity (Levey 2003) or a bicultural stance (Montes-Alcalá 2015) among the participants.

2) "Okay, chicas, what are we doing? Didn't you hear the man? *Como like*, 'Let's get going! There's a lot of work ahead of us!' I don't want to be here todo el día, okay?"

3) "Oh my goodness, una sonrisa hermosísima *como like*, [singing] 'El sol brilla positiva ya no importa el que dirán, ¡ya no importa NA!...'"

This presentation will examine instances of *como like* in conversations of young adult third- and fourth-generation Hispanic Americans residing in the mid-South to discover some of its social functions as a quotative in verbal interactions, including the stance of the speaker toward the quote and the listeners, and the relative status of the interlocutors in the exchange. We'll also speculate on the potential of *como like* as an emerging quotative for the next generation of American Spanish speakers.

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29

Syntactically Branching out Beyond the Traditional Classroom: A Report on the Discovery Method

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Abstract

The limitations of traditional teaching styles have been extensively discussed in higher education literature (Lewis and Williams, 1994; Strelan, et al., 2020; Liu and Pásztor, 2022; among many). Often teacher-centered, these styles tend to pay little attention to learners' needs and the development of critical thinking (Chen and Yang, 2019). Focusing on the learner, the Discovery Method and its subsequent model, Experiential Learning, take learning to be the result of doing as it occurs in the process (Ausubel, 1961; Dewey, 1966; Kolb, 1984).

This talk reports on the successful use of the Discovery Method in a Generative Syntax course. Rather than reading textbooks on syntactic analysis and doing exercises to apply what was read, students interact with problem-sets collaboratively to build their own analyses of syntactic phenomena step by step. Learning happens in a cyclical process guiding students to engage in hypothesizing, experimenting, and building knowledge from trial and error – resembling the work of real-life scientists (Kolb, 1984; Lewis and Williams, 1994; Prince, 2004).

Our pedagogical principle, the Learning Cycle, consists of 9 stages in which learners engage with content via interactive, guided, and independent work. The first cycle (which includes a Linguistic Puzzle, Scaffolding & Modelling, a Class Debrief, and Write-Up Adjustments) represents work that students mostly carry out in class. The second cycle (which includes Submission, Interactive Feedback, Revisions, and Evaluative Feedback) consists of stages completed at home. The stages are organized in a way that fosters peer collaboration as well as independent thinking, and that provides learners with opportunities to receive individualized and constructive feedback.

In this presentation, we discuss the expectations and outcomes of each stage of our Learning Cycle. We then present sample materials, including homework problem-sets and rubrics. Finally, we show the results of the quantitative and qualitative analysis of the written feedback provided by students after nearly a decade of its implementation to illustrate the success of our application of Discovery Method.

30

"This is the future that conservatives want": Chronotopes of Trans Life in North Carolina's Sociopolitical Climate

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Abstract

Popular representations of U.S. trans communities maintain that trans people in the U.S. South desire to move to large urban centers in the West and North. However, a growing body of research has explored how trans people have chosen to stay and make their lives in the South (Abelson 2019, Rogers 2020, Crowley 2023). Despite growing research on trans and nonbinary people in the region, the specific linguistic challenges of trans recognition in the Southeastern United States remain under-examined. In this presentation, we analyze fifteen sociolinguistic interviews collected as part of the *North Carolina Trans and Nonbinary Language Project*. These interviews were conducted with transgender, nonbinary, and gender diverse individuals currently living in North Carolina. We show how participants discursively navigate the tension of the changing sociopolitical climate of the South through Bakhtin's (1981) concept of the *chronotope*, which highlights the ways that "space, time, and models of personhood are linked in narrative frameworks" (Rosa 2015, p.109).

In mainstream representations, the South is tied to "stereotypical qualities of moral and linguistic *backwardness*" (Chun 2018, p.425, emphasis ours), whereas queer life is often oriented to a queer *futurity* (Muñoz 2009). As interview participants grapple with whether or not it will remain hospitable to live in North Carolina for trans people, they draw on chronotopes that link trans life in the South to fraught pasts and possible futures. We find that, on the one hand, participants express worries about an anti-trans trajectory for the state. In this way, they narrate a temporal trajectory between previous NC state legislation, ongoing legislation in other states, and concerns about the future in NC. On the other hand, participants contest the chronotope of the "outdated" or "backwards" South and instead articulate the benefits of staying and building community in the region.

As of August 2023, three bills (HB 808, HB 574, and SB 49) have been passed in North Carolina targeting trans children and trans people in sports, demonstrating that anti-trans sentiment in the region is ongoing. Importantly, we show how participants discursively link the challenges of the past, present, and future of trans life in North Carolina. By demonstrating how trans and nonbinary North Carolinians make meaning within the current political climate, we contribute to the growing field of trans linguistics (Zimman 2020) and make space for stories of trans and nonbinary people in the changing South.

31

The decline of the Southern accent: demographics and politics (with touches of country music and humor)

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Abstract

With framing to show how typical media coverage distorts the political orientations of the Southern population, this presentation will build on Renwick et al 2023 that found a significant trend in Georgia English. I will probe the possibility that a decline in the "Southern accent" (as represented by the SVS) and a shift toward the supralocal LBMS are a reflection both of changing demographics (through in-migration and generational shift) and political orientation (Morris 2021). The main idea is that younger generations are moving away from the typical Southern accent because of awareness of stigmatization and lack of compatibility with their more supralocal political attitudes (Pew Research Center 2019).

The starting point will be a new look at the Millennial speakers interviewed in Davies 2007 in light of Renwick et al 2023. They explained why and how they style-shifted, showing both awareness of SVS stigma and also their linguistic versatility. After providing an example of in-migration by a political liberal who chose consciously not to adopt Southern features in interaction with Southerners, the paper will conclude with two particular examples from popular culture (country music and stand-up comedy) (Davies with Myrick 2018b, Davies 2018a) that illustrate the same trends concerning both the SVS and political orientation.

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32

"There's a lot of baggage": Trans North Carolinians' Orientations to Southern Identity in Discourse

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Abstract

Trans linguistics, a growing discipline, centers the lived experiences of transgender, nonbinary, and gender diverse people and allows them the space and agency to document their experiences with language (Zimman 2020). Previously, research on the linguistic practices of trans communities has focused on large cities in the Western and Northeastern United States, leading to erasure of the rich and complex lives of trans people who live in the Southern United States, leaving many of their experiences yet to be documented (Stone 2018). This erasure has contributed to a centering of the experiences of transgender communities in larger cities on the West Coast, with much to be explored about trans communities in other parts of the United States, particularly rural areas and regions that have experienced historical disinvestment.

In this paper, I use a discourse analysis approach to evaluate fifteen sociolinguistic interviews that were collected as part of the *North Carolina Trans and Nonbinary Language Project*. From these interviews, I show that transgender, nonbinary, and gender diverse people in North Carolina utilize a variety of discursive strategies to negotiate their orientation to Southern identity. Drawing on the stance alignment framework (Du Bois 2007), I show how participants take variable stances in relation to Southern identity. In some cases, participants rejected stigmatized characteristics that have been indexed to Southern identities, such as conservatism or anti-LGBTQIA+ sentiment. In other cases, participants indicated that their Southern identity allows them to combat these dominant social narratives, making the experiences of trans people in the South more visible. Overall, this paper explores the complex contextual circumstances and ideologies that speakers draw on while negotiating their identities as gender diverse people in relationship with Southern identity.

As a transgender researcher, my role in this analysis has been to shed light on the rich linguistic practices that I see members of my community in North Carolina engaging in, particularly given the historic anti-LGBTQIA+ sentiment associated with the South that positions LGBTQIA+ people in opposition to Southern identity (Smith 1997). This work highlights the linguistic agency of transgender communities in North Carolina and the ways in which people utilize language in acts of identity construction, resistance, and expressions of trans joy. Given the ongoing political tension in North Carolina around trans people, especially in the form of anti-trans legislation, this research seeks to illuminate our linguistic resilience in the changing Southern sociopolitical landscape.

33

Hon love: Politics and performance on the margins of the South

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Abstract

This paper explores how sociopolitical changes are contributing to sociolinguistic changes in Baltimore. Baltimore occupies a liminal position between North and South. It was a mercantile and industrial "economy of the north" (Olson 1997: 5), but also a slave port. It has seen significant in-migrations from the South and Northeast. Linguistically, it patterns with the Mid-Atlantic phonologically but not lexically (Labov et al. 2006).

Since the 1950s, Baltimore has faced economic and demographic losses due to deindustrialization and white flight. Once a majority-white city of about 950,000 people, it is now a majority-Black city of about 570,000. In the 1990s, against the backdrop of these changes, the Hon emerged (Puglia 2018).

The Hon persona is an exaggerated image of a white working-class woman from 1950s–1960s Baltimore. It associated with Bawlmerese, enregistered white working-class Baltimore English (cf. Pittsburghese, Johnstone et al. 2006). For supporters, the persona is linked to humor and nostalgia for tight-knit (white) communities and strong working-class women (Rizzo 2008, Puglia 2018). For opponents, it recalls the racism of those same communities and erases Baltimore's Black population (Rizzo 2010).

The Hon is celebrated in HonFest, an annual festival whose main event is the Best Hon Contest, where participants don costumes and Baltimore accents and compete for the title of Baltimore's Best Hon. Influenced by recent social changes, especially the 2020 Black Lives Matter protests, HonFest's organizers have tried to make HonFest more inclusive. This has coincided with some erasure (Irvine & Gal 2000) of whiteness from Hon performances. Performers and organizers now draw less on specific images of white womanhood and focus less on nostalgia and more on community service—spreading "Hon love"—in the present.

However, the language linked with the Hon is changing more slowly. Best Hon contestants are still required to interpret and perform Bawlmerese. Furthermore, in sociolinguistic interviews with seven Hon performers (6 white, 1 Black; 5 Best Hon winners), most speakers adopted Bawlmerese features when asked in sociolinguistic interviews to read a passage and word list "as a Hon." However, the Black speaker in my sample explicitly adopted an "African-American style," relying on features such as raised THOUGHT not used by the white speakers. Additionally, Black contestants won the Best Hon contest in 2018 and 2022. If such trends continue, the Hon register may evolve to become more inclusive of Black language practices. Thus, social change is triggering sociolinguistic change in Baltimore.

Word count: 400

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35

Indian Beads and *Indian Money*: Notes on the Material Dialectology of Crinoid Fossils

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Abstract

Dialectology focusing on variation in lay terminology for fossils remains an underdeveloped area of research and for good reason. Fossils are generally localized in their distribution, and the majority of the time they are explained away with folkloric constructions about giants, fantastic creatures, or miraculous events (Lane & Ausich 2001). In this respect, crinoid fossils prove to be an exception, and with respect to the interests of a material dialectology, they further prove to be a curious case study in the spontaneous development of novel lexical items. Morphologically, in the material sense, crinoid stems and columnals are circular objects with hollowed centers which bear a resemblance to what most cultures would either identify as coins or beads. These fossils possess a global distribution, and where they are present in rivers or exposed earth, they are abundant. At the same time, in people's day to day lives, these fossils possess a liminal cultural relevance: where they can be found, people will develop a word for them based on cultural analogues, but otherwise they remain below the notice of those who have not come into contact with them. This notwithstanding, it is likely that some individuals in any given culture will periodically encounter them. In the United States, attested usages include Indian money, Indian beads, and screw stones; in England, St. Cuthbert's beads and fairy money; in Germany, Bonifacius Pfennige (Boniface's Pennies). The linguistic reliance on these cultural analogues – coins, beads, screws – may be best explained by the dialectology of material culture (Burkette 2015) in conjunction with cognitive linguistic work on categorization and image-schemata (Lakoff 1990). However, concrete linguistic data relevant to crinoid fossils remains scarce. Unlike the material cultural objects by which they are analogously understood, subjects are either keenly aware or completely unaware of their existence. Moreover, paleontological experts working in the field rarely make note of the lay terminology for these fossils, with only a few notable exceptions (e.g., the 'Bead Bed' formation of East-Central Kentucky, see Thomka & Brett 2017). This paper, therefore, presents a comprehensive survey of material dialectological variation in terms for crinoid segmentals and columnals in the United States. At the end of the paper, I also detail a proposed experimental dialectological study of these fossils using socio-cognitive linguistic methodology as a next step for further study.

36

The Evolution of *Sorry*

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Abstract

This presentation focuses on a diachronic examination of the word sorry in order to demonstrate that it has had a common core of meaning over many centuries, though it has been used pragmatically in different ways throughout that time. Using the theory of Natural Semantics Metalanguage (Goddard 2014), I will provide evidence of how the phrases "I'm sorry" and "Sorry" have always been declarations of the speaker feeling sad. However, in earlier centuries, it was not used as an apology, but it evolved to become a conventionalized expression that expresses a regard for other people's feelings, and this regard for other people's feelings became an apology and then a conventional implicature. In earlier stages of English, sorry typically reported that the speaker felt bad about something rather than as an acknowledgment of wrongdoing, as seen in Shakespeare's The Winter's Tale when Polixenes says to Florizel, "Thou, old traitor/I am sorry that by hanging thee, I can/But shorten thy life one week." In earlier centuries of English, apologies were "less routinized and more explicit," in contrast to the conventionalized expressions of modern English (Jucker and Taavitsainen 2008). Shakespearean apologies in Shakespeare would be signaled by the use of words like pardon; Silvius says in As You Like It, "It bears an angry tenour/Pardon me/I am but as a guiltless messenger."

This expression of the speaker feeling bad is at the core of modern uses as well. Over time, the contexts for using the word sorry increased to include situations where it signaled the speaker's bad feeling for adversely affecting the hearer in some way. Chaemsaithong 2009 found examples in the Essex Pauper Letters (1731-1837) of this new use: "I am sorry that my particular distress forces me to trouble you for relief as I am very ill and not able to do any work for this long time…." This evolved further to become a socially required acknowledgment that another person might feel bad because of something that had happened to them, such as in condolences.

This paper will demonstrate the need to study expressions like apologies in their cultural context (Meier 1998), and I will utilize cultural scripts (Goddard 2006) to explain the cultural basis for English apologies. Previous cultural scripts in Anglo cultures allowed people to make direct requests ("Pardon me"), but direct requests have become rare with the increased emphasis placed on personal autonomy. In its place has emerged a new expectation for speakers to acknowledge the bad feelings of other people. This explains why people use sorry today, even when they have not done anything wrong.

37

Person-first versus identity-first language for mental illness: A discourse analysis

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Abstract

A general consensus on the most appropriate language in reference to people with disabilities has yet to be established. Advocates of person-first language, such as *a person with autism*, argue that such language emphasizes the whole person, as opposed to focusing on their disability or impairment (Granello & Gibbs, 2014). However, those in favor of identity-first language, such as *an autistic person*, believe that this language usage allows individuals to claim their diagnosis, as there is nothing inherently wrong with it (Dunn & Andrews, 2015). There is a lack of research of written works regarding whether person-first or identity-first language should be used when speaking about people with mental illness. Through a discourse analysis of graduate-level special education textbooks, methods of reference for people with mental illness are identified. A cultural approach to discourse is also utilized, in which people with mental illness are interviewed about their thoughts and preferences surrounding the language that is used to describe them. The most inclusive language for people with mental illness is established, guiding textbook publishers, teachers-in-training, and society as a whole toward appropriate language usage.

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38

Medicalese in Podcasts about Mental Health in the Global South

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Abstract

Worldwide, an estimated 1 in 4 people suffer from a mental health condition and, in some countries, 90% of those suffering from a mental illness do not receive adequate treatment (Kestel 2022). Moreover, the term, "mental illness," carries a significant stigma that may prevent individuals from seeking professional help when their condition causes significant emotional or behavioral issues. In the Global South, adding to the dilemma is that the diagnosis and treatment of mental health conditions has resided with Western-trained mental health professionals, who often discount indigenous accounts of the problem and means of treatment (Briggs 2023; Logan & Carter 2022). Understanding, how the terms, "mental health" and "mental illness" are conceptualized and disseminated may combat the stigma and potentially help lower barriers to care. Podcasts are one way to disseminate information about mental health and the treatment of mental illness, as many individuals may listen to them as substitutes for or additional means of treatment (Casares 2022). Thus, in a multi-"site" case study, this presentation compares medical discourse in two podcasts discussing mental health in the Global South. Specifically, it considers how the podcasts reify and contest Western medical discourses about mental health worldwide. Drawing on theory and methods from linguistic anthropology, the presentation analyzes the podcasts "Grand Challenges: Mental Health" from the Nature podcast and "Can Psychosocial Disability Decolonize Mental Health" from the Mad in America podcast. Findings suggest that the lexis and grammar of these podcasts reinforces Western medicalese while trying to contest Western medical models of mental illness. To aid listeners who are trying to understand their mental health, podcasters may instead want to use language more familiar to their listener. Such as change may help decolonize mental health discourse from Western paradigms and provide opportunities for indigenous medical models to be circulated.

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39

Classy, country, deep, and ugly: LGBTQ+ Oklahomans' language regard

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Abstract

This project investigates language regard patterns exhibited by LGBTQ+ Oklahomans concerning language, identity, and the state of Oklahoma. It briefly overviews language regard research previously conducted in the state (e.g., Bakos 2013; Rodgers 2016). It then turns to a specific investigation of LGBTQ+ Oklahomans' talk about Oklahoma and about queer-associated speech styles. Drawing on findings from the Research on Dialects of English in Oklahoma (McCleary 2016) and ethnographic work among Oklahoma City drag performers (McCleary 2020, 2023b), this investigation covers interviews with 20 LGBTQ+ Oklahomans on their experiences and beliefs about language in a state which does not always celebrate their existence – evidence suggests housing and employment discrimination, economic instability, and a lack of legal protections for queer and trans Oklahomans (Mallory & Sears 2019).

Many of these respondents participate in community engagement in the bigger cities, but research has suggested such places also harbor transphobic and racist attitudes as well (McCleary 2023a). This current paper looks at the data for a broader view of LGBTQ+ perspectives on language in the state as well as a methodological and analytic turn towards less explicit language regard. That is, these speakers vary in both speech styles and perceptions, but looking beyond explicit metalanguage – and into presuppositional and implicational data – encourages a contextualization of the experiences and identities relayed in the language regard discourse and suggests some salient findings.

From this approach to the data, three trends emerge: 1) That gender ideologies often intertwine with linguistic expectations in Oklahoma; 2) That these ideologies intersect with racial ideologies, even in queer spaces; and 3) That ideologies of being (e.g., of being Oklahoman, or of being a drag queen, etc.) coincide with prescriptive notions of who gets to use language where, and what sorts of speech styles are compatible. Ultimately, this study sheds light on the great deal of language variation, in production and perception, across the state, and the variable ways speakers are dealing with ideological content as it intersects with language. And it reaffirms that studies in language regard are insightful for understanding the sociolinguistic situations of LGBTQ+ communities, perhaps especially in places like Oklahoma.

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40

Metalinguistic Knowledge of Gan Speakers

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Abstract

This paper relays findings from interviews conducted in Yangxin County, Hubei, China in the summer of 2023. Over the course of two months (June-July), I interviewed twenty adult speakers of the local variety of Gan, Yangxin Gan. The overall goal of these interviews was to study the metalinguistic knowledge of native speakers and how they judged the vitality of Gan, particularly its use relative to Mandarin. Interview questions concerned noteworthy features of Gan, younger generations' use of the language, and whether the interviewees saw its outlook as positive or not.

I first analyze interviewees discussions of Gan's linguistic features and how their metalinguistic knowledge bears on different domains' (phonology, morphology, syntax) relative prominence. I also discuss whether speakers' responses suggest Gan faces increased speaker erosion with Mandarin being the national language. Overall, these interviews offer additional insight into Yangxin Gan and its future vitality.

41

A Hierarchical Clustering Approach to the Dialectal Boundary of the South

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Abstract

The issue of where the South begins linguistically is an old question, one that has occupied dialectologists' attention for a century or more (Krapp 1925; Kurath 1949; Carver 1987; Labov et al. 2006). This issue is often treated as that of where the North Midland/South Midland boundary lies (e.g., Frazer 1978). In recent years, however, evidence that dialect leveling has eroded the linguistic distinctiveness of the South has mounted (e.g., Thomas 1997; Dodsworth and Kohn 2012; Hazen 2018). These recent developments suggest that the boundaries of the linguistic South may be changing, probably through contraction.

Previous work has relied largely on lexical and vocalic data to define the South. Vocalic variables, as a whole, are probably more stable than lexical variables in that technological advances and commercial terms render some lexical items obsolete. However, vocalic measurements have often proved difficult to reduce to meaningful data. One problem with previous vocalic analyses is that they have utilized data from only one or two time points within the vowel, typically a nuclear value for all vowels and sometimes a glide value for diphthongs. This procedure leaves much of the trajectory of a vowel unrepresented. Here, we use discrete cosine transforms to take the entire trajectory into account. The trajectory is decomposed into four transforms, and the transforms are then fed into hierarchical clustering analyses. Any number of vowels can be analyzed together in the dendrograms, providing an objective means of grouping individual subjects.

Recordings for this study were taken from projects archived in the Sociolinguistic Analysis and Archive Project at North Carolina State University. The 102 subjects cover a band stretching from eastern Ohio through West Virginia to western North Carolina and are limited to those born 1970 or later. The analyses show that northern Ohio is the most clearly delimited area within the region. However, other dialectal boundaries were elusive. Subjects from the more southerly part of the band varied widely in the extent to which they retained features associated with the South, suggesting a considerable degree of leveling. In addition, though, some innovations, including back vowel fronting and the "Low Back Merger Shift," have expanded throughout the parts of the study area south of northern Ohio. The analysis reveals that the linguistic boundaries of the South have become nearly indeterminate.

42

Bilingualism in the linguistic landscape of St Martinville, Louisiana

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Abstract

This study looks at the bilingual linguistic landscape of St Martinville, Louisiana, a town of 5,379 residents located in southwest Louisiana just east of the city of Lafayette ("U.S. Census Bureau QuickFacts", 2020). Residents tend to identify ethnically as Creole or Cajun, in particular those who speak the local French-based Creole or the local French (Giancarlo, 2019; Klingler, 2003; Susberry, 2004). While English is the majority language in St Martinville today, there are still estimated to be between 84,000 and 205,000 people in the state who speak French among a population of 4,574,092 (Marcoux et al., 2022). French is thus an important aspect of Louisiana culture, and as it has been generally considered to be in decline (Gudmestad & Carmichael, 2022; Rottet, 1995), official and grassroots initiatives to maintain the language have been implemented over the last 50 years.

One such initiative has been to make signs in the state bilingual. A law passed in 2014 permitted parishes to add French to their street and traffic signs at their own expense (Ortego & Lafleur, 2014), though bilingual signs have been present on street signs, business signs, and signs displayed on homes in parts of Louisiana prior to this law, as well. However, the extent to which and manner in which bilingual signage has been implemented in Louisiana has not been analyzed to date. This study carries out such an analysis for the town of St Martinville, focusing on whether French is used on signs symbolically, as a linguistic performance, or for practical functions. The results suggest the former based on the types of signs that contain French, primarily those that are not necessary to understand, and their locations in the town, centered generally around the areas meant to attract tourists.

As French language maintenance initiatives are still being explored in Louisiana, these results are vital for local governments and activist groups for deciding where and how to expend resources. While the symbolic use of French on signage is beneficial for connecting with francophone tourists, the dearth of French on signs that cannot be ignored means that locals can safely overlook publicly written French without having to learn to understand it. Additionally, the results support the latter stages of the enregisterment model (Agha, 2003) in which dialects come to be used performatively rather than as the default mode (Johnstone et al., 2006).

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43

When Social Meaning Is Conventional

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Abstract

The notion of social meaning—understood here as aspects of an utterance that convey information about a speaker's social identity—has been explored in the literature of sociolinguistics dating to at least Labov (1963) and continuing consistently up till the present. See, for example, Eckert (2019), Hall-Lew, Moore, and Podesva (2021) and the many sources therein. In the semantics-pragmatics literature, however, social meaning has only begun to garner attention in the last several years, with the earliest relevant study being that of Smith, Currie Hall, and Munson (2010). See, for example, Acton (2019), Beltrama (2020), Salmon (2022) and sources therein. On the semantics-pragmatics side, much of the literature has been focused on pragmatic generation of social meaning. For example, Acton (2019)'s treatment of the-plural NPs, such as the Americans argues that the social distancing effect that arises is due to pragmatic reasoning: i.e. when a speaker chooses to use the Americans as opposed to a less marked alternative such as bare Americans in some contexts, this choice to use the more marked form can trigger a distancing effect. The social meaning in question, then, is not conventionally associated with the form the-NP but rather is conveyed through a speaker's choice to use the more marked form.

This present paper considers two forms associated with Southern US speech: i.e. ain't and multiple negation. Each of these forms can convey multiple dimensions of social meaning, such that they are understood to be informal and familiar in some contexts, though are viewed as stigmatized and uneducated in others. I argue that social meaning associated with these forms is conventional though non-truth conditional (i.e. Gricean conventional implicature) via a wide range of meaning diagnostics from the semantics and pragmatics literature. Once these social meanings are established as conventional, we then have a basis for explaining further meanings often associated with them in terms of conversational implicature, relying on a pragmatics of speaker choice, alternatives, and markedness (Horn, 1984). These results allow us to minimize the lexical content associated with these forms and provide an intuitive explanation for the variability of the meanings that have been posited for them in past literature. Finally, I consider and reject a treatment of these forms in terms of register, such as Diaz-Legaspe, Liu, and Stainton (2019) and Sander (2022) in favor of one in terms of Gricean (1975) conventional implicature.

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44

Examining Back-Vowel Fronting in Cajun English

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Abstract

We investigate whether the back vowels /u/ and /ʊ/ are fronted by Cajun-identifying speakers in Louisiana in comparison to other Southern speakers in Louisiana and Mississippi. Back vowel fronting (BVF) has become non-regionally distinctive as it occurs across American dialects, including the Southern region (Fridland, 2012; Stanley et al., 2021). However, BVF across English varieties spoken in the South is not uniform, being influenced by social factors such as gender and ethnicity. Females front back vowels more than males do (Herd et al., 2018). African Americans exhibit less BVF than White American speakers in some locales (Fridland & Bartlett, 2016, Tennessee; Holt, 2018, North Carolina; Shport, 2021, Louisiana). This sociolinguistic variation leaves room for BVF to be evaluated in other varieties within the South, such as Cajun English, which may align with the lack of BVF, in contrast to the geographically widespread trend.

To investigate relative BVF in Cajun English we compare three groups of college-aged speakers (nine males, nine females)— Louisianians identifying as Cajuns, non-Cajun Louisianians, and Mississippians. Cajun self-identification is determined through a questionnaire inquiring about family history, exposure to Cajun French, self-association with Cajun culture etc. The participants are asked to read twice a randomized word list consisting of monosyllabic words with stressed /u/ and /ʊ/ in non-coronal environment (e.g., boot, foot) — first, in their native dialect; next, in what they consider to be Standard American English. This procedure has been adopted to promote informal language use at the first reading and dialect performativity. Vowel productions are analyzed in Praat (Boersma & Weenink, 2023), using a script to measure the second formant (F2) at 20%, 50%, and 80% in each vowel. We predict lower F2 values of /u/ in Louisianians identifying as Cajuns, as compared to the other two groups, and expect strong Cajun self-identification to correlate with resistance to BVF.

This study is the first to investigate BVF in Cajun English, a minority variety. It will further our understanding of BVF across dialects of 21st-century Southern American English. If attested, the resistance to BVF among the younger generation of Cajun English speakers might align with the reclamation of Cajun cultural and linguistic features (i.e., Cajun Renaissance) such as non-aspiration of stops and stopping of interdental fricatives (Dubois & Horvath, 1998), French loan words and self-aware jokes (Carmichael, 2019), and stance-taking (Glain, 2021).

45

“You knew it would happen eventually”: Public commentary on recent linguistic research in Georgia

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Abstract

In July 2023, several linguists at UGA, BYU, and Georgia Tech published an article in Language Variation and Change titled “Boomer Peak or Gen X Cliff? From SVS to LBMS in Georgia English”, which said that the Southern Vowel Shift is on the decline in Georgia, such that older Georgians retain the features but members of Gen X and younger generations are moving toward the Low-Back-Merger Shift instead (Renwick et al., 2023). Shortly thereafter, news outlet after news outlet proclaimed the death of the Southern dialect (e.g., Calvert 2023, Paúl 2023, Penley 2023, Newcomb 2023, Rascoe 2023).

As is often the case with such pronouncements, readers came out in droves to debate the issue. Current media technologies - specifically social media and online news outlets - provide for high levels of audience engagement with both the material itself and with other audience members (e.g., Kangaspunta 2018), and such interactions are ripe for analysis of, in the case of a media story about linguistic research, sociolinguistic perceptions of dialects (e.g., Niedzielski and Preston 2000).

In this study, we collected 1548 comments from the articles published in the Washington Post and the Wall Street Journal and their corresponding social media posts (in this case, Facebook). Each comment and reply was coded in two ways: 1) whether the statement revealed positive, negative, or neutral attitudes towards Southern speech, and 2) whether the statement aligned with the concepts of status or solidarity, as used in traditional language attitude research (Preston 1989). We also analyzed the discourse to explore interactions across participants who commented on these posts.

Preliminary results indicate that readers were divided on at least two points: 1) whether the research aligned with their own experiences with the Southern dialect in Georgia and 2) whether this was a positive advancement in language use. Much of the discourse centered on broader experiences with language, including comparisons with other Southern and non-Southern American dialects, the impact of national media outlets on the overall standardization of English in the US and elsewhere, and recognition of the indexical linkages between dialect features of Southern speech and countless negative stereotypes, such as racism, lack of education, and poverty. Additionally, we explore the more surprising opinions expressed (some humorous, some shocking), as well as show how the full narrative surrounding the “death” of Southern speech is highly nuanced, perhaps more so than other kinds of linguistic commentary.

46

Evaluating Southern Identity in a “Northern” Sport: A Case Study of a Texan Ice Hockey Player

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Abstract

In this paper, I argue that Blake Coleman, a Texan professional ice hockey player, has supplanted /aɪ/ monophthongization (PRICE, PRIZE, and PRY) with American raising (Davis & Berkson, 2021) to index being a hockey player. American raising stipulates that PRICE F1 values are expected to be at least 60 Hz less than PRIZE, and PRY values. Bray (2022) argues hockey players have adopted raising as a variable indexically linked to the sport. This potentially complicates /aɪ/ realization for southern hockey players, as monophthongization has long been attested as part of the Southern Vowel Shift (Labov et al., 1972) and could inhibit raising. Bray additionally argues /ey/ monophthongization is indexically linked to hockey and therefore offers a point of comparison to assess /aɪ/ monophthongization against. Coleman presents an ideal case study on the interaction of raising and monophthongization for southern players.

The interview analyzed in this paper occurred during the 2022 Stanley Cup playoffs with various media members. Coleman’s responses were transcribed to a TextGrid file in Praat (Boersma & Weenink, 2017), aligned with the corresponding WAV file, and uploaded to the Dartmouth Linguistic Automation (DARLA) (Reddy & Stanford, 2015) for forced alignment using the Montreal Forced Aligner (McAuliffe et al., 2017), and FAVE-Extract (Rosenfelder et al., 2014) and the Vowels R package (Kendall & Thomas, 2010) were used to measure formant values throughout vowel duration. The TextGrid returned by DARLA was reanalyzed to ensure accuracy, and tokens were reclassified as pre-voiceless (PRICE/MAKE), pre-voiced (PRIZE/MADE), or word-final (PRY/MAY). Mahalanobis distance was used to remove the furthest 5% of measurements to account for outliers. Data were normalized using Bark-conversion (Traunmüller,1990) and Labov-normalization (Labov et al., 2006). Trajectory lengths (Farrington et al.’ 2018) were calculated to quantify the degree of movement throughout vowel duration. Lower lengths were indicative of greater monophthongization.

Coleman’s Bark-converted trajectory lengths for PRICE (1.79 Barks), PRIZE (1.51 Barks), and PRY (1.11 Barks) were all greater than his corresponding MAKE (0.82 Bark), MADE (0.55 Bark), and MAY (0.85 Bark) lengths, indicative of greater monophthongization of /ey/ variants than /aɪ/ variants. However, Coleman’s PRIZE and PRY lengths were less than Bray’s (2022) players’ merged PRIZE/PRY (1.55 Bark) length, possibly indicative of the lingering impact of /aɪ/ monophthongization. Colman’s Labov-normalized F1 differentials between PRICE and PRIZE/PRY surpassed the 60 Hz expectation for raising at 65% and 80% durations, with differentials of 64 Hz and 84 Hz respectively, suggesting raising has replaced monophthongization.

47

The Correlation between Indigenous Language Revitalization and the Identities of Intergenerational Heritage Language Learners

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Abstract

Language revitalization efforts have gained traction throughout the United States in recent years because of changing educational policies. While revitalization programs have often been perceived as beneficial to indigenous languages, differing perceptions exist on the impact that these programs have within indigenous communities. Recent research developments have highlighted that there is a correlation between the linguistic educational policies being implemented and consequences relating to the identity of the indigenous community members. Moreover, this shift in identity has been demonstrated as variable among different generations of heritage indigenous language learners. Undoubtedly, the youth participating in the revitalization efforts play key roles in the success of the programs. The younger generations that have become responsible for revitalizing their language struggle with their identity as learners due to the messaging surrounding language programs intended to save their heritage languages. The identity of a language learner is deeply intertwined with the attitudes demonstrated toward their indigenous languages being taught.

This presentation will bring attention to the influence that language revitalization programs have had on the identity and community of indigenous populations. It will seek to explain the differing attitudes among generations toward the revitalization efforts and how indigenous language learning educational policies are viewed.

Keywords: language revitalization, language policy, linguistic identity, indigenous language

48

Indefinite article variation in Appalachian and African American Englishes

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Abstract

The indefinite article a/an is described as following a prescriptive rule whereby "an" precedes a word or noun phrase that begins with a vowel sound, while "a" precedes consonants (e.g. an apple vs a banana). However, the use of the indefinite article "a" before a vowel initial word (e.g. a apple) has been described as a feature of several vernacular varieties of American English, including African American English (AAE) (Fasold & Wolfram 1970; Labov & Harris 1986), Appalachian English (AppE) (Wolfram & Christian 1975; Hazen et al. 2015), as well as L2 varieties of American English (Seliger 1979). Despite the prevalence of this feature, very few quantitative studies have examined it (e.g. Ash & Myhill 1986).

The present study examines pre-vocalic indefinite article variation in AppE and AAE varieties, with dates of birth ranging from 1888 to 2005. For AppE, data come from several sources: Wolfram and Christian's (1975) analysis of Mercer and Monroe Counties in West Virginia (N=16), Dannenberg's (2010) restudy of Mercer County (N=16), and Reed's (2016) study of Smoky Mountain English in Tennessee (N=19). For AAE, data come from the Corpus of Regional African American Language (N=180; Kendall & Farrington 2023), including data from Rochester, NY, Lower East Side, NY, Washington DC, Princeville, NC, Atlanta, GA, and Valdosta, GA. First, we compare overall rates of pre-vocalic a in AppE and AAE, and we find a stark difference in overall rates between contemporary AAE (68% a+vowel) and Reed's (2016) data (33% a+vowel). The archival AppE data from West Virginia exhibits higher overall rates of the nonstandard variant (55% a+vowel).

All tokens of a/an+vowel were extracted (230 speakers, ~11 tokens per speaker) from orthographic transcripts. Mixed effect logistic regressions were run with a+vowel as the dependent variable focusing on social effects of age, gender, and, in a subset of the data, social class. Results indicate that men tend to use the a+vowel variant at higher rates than women, and, for Washington DC AAE, where social class information is available, there are social class effects where the working class use the non-standard variant at higher rates than the middle class speakers. We consider the results in terms of ongoing work on regional and social variation in AppE and AAE, while highlighting how reexaminations of legacy data can help us better understand the intersections of standardization, racialized language, and regional variation.

49

Investigating mergers without minimal pairs: The pre-lateral FOOT-STRUT distinction

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Abstract

The distinction between FOOT and STRUT class words is present in the majority of English dialects (Wells 1982). Pre-laterally, however, both /ʊ/ and /ʌ/ are in complementary distribution and have no minimal pairs, with /ʊl/ following labial consonants, e.g., full, pull, wool, and /ʌl/ following non-labial consonants, e.g. dull, null, hull, (with the exception of mull). However, there is some suggestion in the literature that some speakers produce the same vowel quality in both pre-lateral environments, though this observation has mostly come from accidental or marginal findings, (Guenter 2000; Di Paolo & Faber 1990; Freeman & Landers 2023) with Labov Ash & Boberg (2006) labeling this "merger" as "requiring further study" (p.73). In this paper, I systematically investigate the quality of the FOOT/STRUT vowels pre-laterally in Virginian speakers, looking both at production and perception.

Participants in this study are asked to read a word list that includes instances of /ʊl/ and /ʌl/ in open and closed monosyllabic and monomorphemic words. The word list includes nonce words designed to elicit both types of vowel realizations, e.g., tull (not post-labial), and spull (post-labial). Afterwards, participants perform another elicitation task in which they read four words all containing the same vowel and are asked to create a new word using the same vowel in between two consonants, e.g., duck, must, but, rush, w_ll, allowing us to see if speakers can produce each vowel in the "wrong" environment when prompted. Finally, participants complete a word-sorting task, where they are asked to categorize words into groups based on whether or not they contain the same vowel. The words will contain pre-lateral vowels, allowing us to see whether listeners perceive, for example, bull and hull to have the same vowel. This research study has just been approved by the IRB, and we anticipate having collected and analyzed data from at least 20 Virginians by the conference date.

The results of this study should show us whether speakers produce consistently different vowel qualities of pre-lateral FOOT/STRUT depending on preceding-environment (labial or not), and whether there might be social predictors of who does and doesn't show a distinction. It will also provide insight into how we should think of these vowels and their patterning pre-laterally: is the relationship between pre-lateral /ʊ/ and /ʌ/ best described as allophonic or phonemic? Methodologically, this study introduces a new method for investigating perception of vowel merger in cases without minimal pairs.

50

Using trajectory length as a "Southernness" heuristic: Analyzing speech from Southern local news broadcasters

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Abstract

The present dataset is comprised of 80 local news broadcasters throughout eight affiliates in the U.S. South (outside of major markets like Atlanta or Charlotte), and these phonetic data were gathered to find which demographic patterns best predict attested regionalized "Southern" speech. The independent variable explored here is dynamic formant movement of front "monophthong" vowels, as Southern speakers have been found, generally, to have longer dynamic movement for front vowels compared to different regions (Farrington, Kendall & Fridland, 2018). Trajectory length (TL) was calculated using the 20%, 50%, and 80% duration points for the three front-lax vowels, totaling 29,396 vowel measurements that precede non-sonorant environments. The data were normalized on Bark scale, as dynamic trajectory analyses have done previously (Stanley, 2020).

Dynamic formant movement was generally present among these Southern broadcasters. TL values averaged 1.22 Barks for /ɪ/, 1.42 Barks for /ɛ/, and 1.83 Barks for /æ/. Farrington, Kendall & Fridland (2018) found an exception among the front vowels, where Southern speakers had comparatively less dynamic movement for /æ/ than speakers from the West, and /æ/ was anomalous here as well: Broadcasters' TL averages for /ɪ/ and /ɛ/ showed an intraspeaker correlation of r=0.63, but speakers' correlation of averages for /ɪ/ and /æ/ was only r=0.33. This is because "Southern" patterns expect comparatively longer TL for /ɪ/ and /ɛ/ but /æ/ has shown shorter TL. For /æ/, the four smallest (i.e., most "Southern") average broadcaster TL values all came from men over age 40, and the four largest /æ/ TL values all came from women under age 40.

Market size showed a trend of predicting "Southern" patterns; among the top 10% highest average broadcaster TL values for both /ɪ/ and /ɛ/, four (50%) are from the smallest media market (Meridian, Mississippi). In a mixed-effects model of combining /ɪ/ and /ɛ/, media market size showed a trend (p=0.07), in that smaller markets were more likely to hear longer TL in /ɪ/ and /ɛ/. Two factors were highly significant – age (p=0.002), where broadcasters under 40 had shorter TL values – and occupational role (p=0.0007), where sports anchors had the most "Southern" patterns, followed by anchors, and meteorologists had the least "Southern" tendencies. The evidence from market size, age, and occupational role suggest that "Southern" patterns are undergoing a process of stigmatization, where younger speakers (especially younger women) reject Southern features, but male sports anchors adhere to the covert prestige of "Southern" vowel dynamics.

51

How different are complex segments and sound sequences? Evidence from place of articulation asymmetries in consonant-glide-vowel sequences

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Abstract

A consonant-glide-vowel (CGV) sequence refers here to any sound sequence in which a high vocoid occurs between consonantal release and a tautosyllabic vowel, e.g. the [mju] in *mute*, or [kʰwɛ] in *quest*. CGV sequences are common cross-linguistically, but their phonemic composition is thought to vary from language to language. For example, the glide in a CGV sequence may be treated as an independent phonemic category of its own, as in Vietnamese *quăn* [kwan˧˩] < /**k w a**/ (Pham, 2008), as the first part of a phonemic rising diphthong, as in Hefei Mandarin 瓜 [kwa^{31}] < /**k u̯a**/ (Kong et al., 2022), or together with the preceding consonant as a phonemic complex segment ("*consonant with secondary articulation*"), as in Itunyoso Trique *'today'* [kwa^{3}ni^{32}] < /**kʷ a**/ (DiCanio, 2008). Large cross-linguistic databases of phoneme inventories (e.g. PHOIBLE, Moran & McCloy, 2019) show that for this last type– complex segments– certain consonantal places of articulation (PoA) clearly favor or disfavor specific types of secondary articulation, e.g. velar consonants' propensity for contrastive lip rounding, like /kʷ/, or retroflex consonants' aversion to contrastive palatalization, like */ʈʲ/. But is evidence of these asymmetries also found as a statistical trend across languages in which C and G are treated phonemically as sequences (e.g. are velars like /k/ also disproportionately overrepresented before /u̯V/ rising diphthongs)?

Using a large multilingual corpus, we show that the PoA-G interactions readily observed across languages with phonemic complex segments are also exhibited gradiently in other languages' CGV sequences (i.e. in sequences involving phonemically independent glides or phonemic rising diphthongs). The data set comprises transcribed wordlists from a genetically and areally diverse set of over 60 languages for which the XPF corpus (Cohen Priva et al., 2021) has orthography-to-phoneme mapping rules. Specifically, we find that in sequences with /jV/, dental, labiodental, labial, and alveolar consonants are the most overrepresented, while retroflex, uvular, palatal, and postalveolar PoAs are the most underrepresented. In sequences with /wV/, velar and retroflex PoAs are overrepresented, while uvular, postalveolar, labial, and labiodental consonants are most underrepresented. We discuss a variety of usage-based factors which may account for these patterns, including articulatory and perceptual considerations, and commonly attested pathways of sound change. Our findings suggest that usage-based factors shape phoneme inventories and phonotactic patterns in very similar ways, and that complex segments (e.g. /kʷ/) and sequences (/k w/ and /k u̯V/) are more similar to each other than we might assume.

52

"Linguistic Performance of Identity among Gay Men in Rural and Urban Southern Spaces"

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Abstract

With an emphasis placed on identity in current sociolinguistic research, investigations into the speech of gay men have focused on linguistic variables as resources for constructing and indexing identity (Levon 2007; Eckert 2008; Podesva 2007, 2011). This research, however, has primarily focused on gay communities of more urban and developed areas. Work done in queer studies has found that rural America has come to be associated with many qualities, including heterosexuality (Gray et al. 2016). As such, queer identities in rural spaces have been overlooked and thought of as impossible in contrast to their more urban counterparts (Schweighofer 2016). Along with heteronormativity, research shows that linguistic ideologies associate Southern American English (SAE) and its speakers with being unintelligent and backwards (Lippi-Green 2012). These ideologies are internalized by queer speakers of rural areas and, along with lived experiences, influence the ways in which they use linguistic and extra-linguistic resources to navigate and negotiate identity in these spaces.

Data for this project were collected through semi-structured sociolinguistic interviews. All participants (four thus far, with more scheduled) identify as white, cisgender, gay men and come from towns in the American South with populations not exceeding 10,000 people. Interviewees fall between 18 and 25 years old. Participants sat down with a researcher and answered a range of questions related to their experiences growing up in rural towns of the American South and their language use therein. They also discussed their experiences navigating more urban areas of the South, contrasting their language use in these spaces with that of their hometown. The interview data are primarily transcribed and analyzed qualitatively.

Preliminary analyses highlight that queer identities are developed and navigated differently in rural areas than what has been found for those of urban areas. They also suggest that SAE varieties do index heterosexuality among the interviewees, who discuss using their southern varieties as tools for remaining 'functionally invisible', as coined by Gray (2009), in their rural and conservative communities. Further, participants use their southern varieties in urban areas, specifically in situations in which they would prefer to be perceived as straight. In Athens, Georgia, the university and fraternities foster a heteronormative environment in which uncomfortable and unsafe situations for queer individuals occur, causing participants to rely on combinations of socialized linguistic and extra-linguistic mechanisms developed in their rural hometowns to negotiate identity in this more urban space.

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53

Language Learning Experiences Project: Investigating Emotional Engagement and Motivation

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Abstract

From previous works on L2 motivation, such as Dörnyei's (2019) Self-Motivational Theory, we know motivation plays a vital role in Language learning experiences. However, the influence that the dynamic nature of emotions has on L2 learner's motivation and engagement is less well known. This project explores the positive emotions—enjoyment, excitement, confidence, and low anxiety—used as "key indicators of emotional engagement" inside and outside of the second language (L2) classroom (Philp et al., 2016). It is believed that positive emotions are important variables of language learning that can nurture L2 motivation. To address these topics, the present investigation analyzed survey data collected over 4 years from 2400 surveys taken by L2 students in post-secondary language courses and focus group data from the project "Language Learning Experiences" (Bessy & Knouse, 2021). In the investigation of students' emotional engagement and its relationship with motivation, gaps in our understanding of the dynamic nature of these emotions can be filled. Through such studies, the hope is to provide new insights that further advance pedagogical practices and create more opportunities for positive L2 learning experiences.

54

Mapping the bilingual vowel space: A sociophonetic examination of vocalic variation in the Spanish and English of Shreveport, Louisiana

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Abstract

Linguistic research on the Spanish language has historically focused on consonants, as vowels have often been seen as stable and invariant (Díaz-Campos, 2014; Lipski, 2011). However, recent research has begun to probe this assumption with relation to the vowel space of monolingual (e.g., Scrivner, 2014), bilingual (e.g., Willis, 2005), and heritage speakers of Spanish (e.g., Ronquest, 2016). Natural speech norms have been found to diverge significantly from previously reported laboratory ones (Quilis & Esgueva, 1983). This study examines bilingual vowel production in Shreveport, Louisiana, comparing monolingual English speakers with Spanish-dominant and balanced bilinguals. Following the work of Willis (2005), who considered southwestern Spanish in New Mexico and Texas, this study examines F1 and F2 norms of vowel production in English and in the second-largest language in the city, Spanish.

Census data indicates that there is a population of around 5000 in Shreveport who identify as Hispanic, while local advocates suggest that this number is likely underreported. The current analysis uses publicly available data from a local radio station (318Latino), including Spanish-only and English/Spanish interviews, as well as an English-language podcast “Shreveport-Bossier: My City, My Community, My Home” (Goodman, 2023). The vowel space of 12 speakers were examined, including four who came to Shreveport after age 20 (Spanish only), four who arrived before age 15 (Spanish/English interviews), and four monolingual locals (English only). Formant information was collected in Praat (Boersma & Weenink, 2022), and normalized and rescaled for readability using the Lobanov (1971) method. Spanish and English vowel productions were then compared.

Similar to the findings of Willis (2005), the vowel spaces of these speakers were considerably different from the Spanish language laboratory norms established by Quilis and Esgueva (1983). Vocalic spaces were found to differ based on speakers’ English systems, and rather than exclusively contracting or expanding, both phenomena were found to occur depending on the individual vowel. Overall, these results point to heretofore unexamined variation in the language systems of monolingual and bilingual speakers of northwestern Louisiana Spanish and English. By examining these two varieties that have received minimal to no attention in previous linguistic literature, we gain insight not only into the respective vowel systems of these speakers, but also into the process of language acquisition among bilinguals.

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55

Core vs. Periphery in First-language Acquisition and Attrition

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Abstract

-- SECOL --

Core vs. Periphery in First-language Acquisition and Attrition

This presentation argues for a unified approach to the study of how first languages are acquired / learned and how they diminish in progressive degeneration in old age.

A common underlying assumption in degenerative language loss is that attrition is regression. There has been no comprehensive study testing such a 'mirror principle'; it would be rare indeed to have acquisition data and attrition data from the same individual. There is also a theoretical roadblock: There is no clear consensus on the definition of 'acquisition,' and, I would argue as a consequence, of 'attrition.'

I propose that 'acquisition' results from (and reinforces) a biological process of cortical maturation, with critical periods. Janet Worker and Patricia Kunhardt have documented one such period for phonemic discrimination. Stages of language acquisition have been linked to cortical maturation by Angela Friederici; they are fairly consistent across populations and languages. Learning is different, and not consistent across populations. Learning uses cortical architecture built by acquisition, and it is a conscious, sometimes guided, volitional activity, from learning low-frequency phonemes (/ʒ/) and lexical labels ('what do you call this') to syntactic templates (such as cleft sentences). Volitional learning of this kind is accommodated by existing cortical areas and pathways as superimposed functions (i.e. plasticity).

The literature on degenerative first-language attrition shows that the acquired core part of the language is well protected until the degeneration has proceeded to catastrophic levels. Vulnerable are the learned parts of the language. If a mirror principle of language attrition does exist, it affects the learned periphery, not the acquired core of a first language.

There are implications. All indications are that an enriched interactive language environment during the first years results in larger language processing areas and a larger thalamus (which is needed for synchronizing the processing across distributed cortical areas, as is necessary for language processing). A brain with poor linguistic input during the acquisition period ('30-million-word gap') will continue to lag in language learning. Such individuals will learn fewer words and accumulate a smaller periphery. The famous Nun Study by David Snowdon et al. suggests that individuals whose writing in early years shows impoverished linguistic complexity and idea density have less of a buffer against language attrition in old age. We should therefore link the study of first-language acquisition / learning and degenerative attrition under a common umbrella of 'language nutrition.

56

Tweeting Subjunctive in Peru and Spain

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Abstract

According to normative Spanish grammars, the Spanish language must comply with Concordantia Temporum when using the subjunctive; that is, when the main clause verb is in the past tense, the subordinate clause subjunctive verb must also be in the past tense (Gili Gaya 1948). Several researchers have observed, however, that most dialects of Spanish do not follow the rule of Concordantia Temporum, opting to use the present tense subjunctive form even when the matrix verb is in the past (Arrizabalaga Lizarraga 2009; Castro Yauri 2021; Crespo del Río 2018; Sessarego 2008, 2010, among others). Given the infrequent nature of subjunctive governed by a past tense matrix clause in spontaneous speech, most research thus far has opted to analyze subjunctive tense variation in books and journalistic press. The current paper contributes a study of subjunctive tense variation in the less formal, more spontaneous-like context of Twitter, analyzing Concordantia Temporum, and the factors that condition it, in twitter data extracted from two dialects, Peru and Spain.

Approximately 650 tokens of subjunctive verbs governed by a past tense matrix clause were coded and analyzed using logistic regression. Results show that Concordantia Temporum is strictly followed in the Peninsular dialect, with only 4.8% of the subjunctive verbs conjugated in the present tense when the matrix clause verb is in the past. In contrast, more than half of the Peruvian tweets (55.4%) utilize a present tense conjugation in past tense matrix verb contexts, which is a significantly higher rate of Concordantia Temporum violations than has been found in most previous studies of more formal speech.

When looking exclusively at the Peruvian data, the significant variables found to condition subjunctive tense variation include clause type and the possibility of the action continuing at and past the time of communication, or a Double Access Reading (DAR). Specifically, adverbial, nominal and adjectival clauses all favor the present tense while conditional clauses nearly categorically appear with past tense subjunctive. Furthermore, a DAR, or the possibility or a DAR, significantly increases the odds of a Concordantia Temporum violation (OR= 7.8 and 4.6, respectively) in Peru. Importantly, though, a Double Access Reading is not a requirement for present tense subjunctive to be used in Peru, and in fact, slightly less than half of the tokens (43.4%) still use present tense subjunctive for actions that have clearly been completed in the past.

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57

The Impact of Voice Assistant Accent on User Experience

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Abstract

Computer voice assistants (VAs) are used for easy, hands- and eyes-free human-device interaction. The default voices of VAs (like Siri and Alexa) are typically mainstream-accented, but there is evidence that diversity in the accent of voice assistants could impact user experience. First, Muhundan & Jeon (2021) found that bilingual speakers performed better in a driving simulation when the voice assistant gave them directions in their first language vs. second language. This suggests that user's performance might also be impacted by whether the user and VA dialects match. Second, Holliday (2023) shows that listeners bring dialect stereotypes to bear in the perception of voice assistants, but also that speakers of marginalized dialects may appreciate hearing themselves represented in voice assistants.

In the present study, we investigate the impact that VA accent has on participants "user-testing" a VA system, comparing responses to Southern (SUSE) and Mainstream US English (MUSE) accented VAs, and responses across Southern and non-Southern US listeners. The VA voices were created in two ways. First, we generated text-to-speech (TTS) using two different female-sounding voices from elevenlabs.io, one that is SUSE and another that is MUSE. Second, we recorded an actress performing a Southern and non-Southern accent. These recordings were embedded in an experiment where participants are told they are user-testing a new VA system. There are three parts to the experiment. First, in the "calibration" stage, participants repeat words after the VA and then test whether the VA understood them. Second, in the "game" stage, participants play three memory games with the VA. Third, in the "trivia" phase, participants ask the VA (often obscure) questions, and evaluate the trustworthiness and quality of the VA's answers. Each participant runs through the study with both a SUSE and MUSE VA (either TTS, or the actress). Throughout the experiment, they rate their subjective experience and opinion on the VA, and at the end, they compare the two VA systems.

Our IRB is approved and we begin data collection this month, hoping for a minimum of 20 Southern and 20 non-Southern participants from the US-English speaking population. By the time of SECOL, we expect to have run most participants, and will be able to report on the impact that VA accent had on the subjective experiences of users, and how much they trusted the VA's answers in the trivia phase (cf. Lev-Ari & Keysar 2010).

58

Bidialectal Brains: Profiles of event related potentials in a cross-dialectal listening task in Southern US English speakers

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Abstract

Behavioral studies have established that cross-dialectal communication is typically harder than within-dialect communication. However, not all listeners have a clear, singular own-dialect: they have substantial longer-term exposure to multiple dialects. These listeners' behavior in perception tasks varies, with some researchers positing that they may utilize different listening strategies (see Walker & McAllister 2023). In our work, we seek to understand cross-dialectal listening at the neurocognitive level, by analyzing event-related potential (ERP) through electroencephalography (EEG).

We designed an auditory go-no-go task, where participants' brain waves were recorded as they listened to 240 monosyllabic words, 240 monosyllabic nonsense words, and 60 animal words. They were asked to press a button every time they heard an animal word, but our primary interest was on their brain responses to the other real and nonsense words. All words had been recorded by six speakers: three from Northern Virginia (Mainstream-sounding speakers), and three from Central Appalachia (broadly Southern-sounding speakers). Presentation was randomized (participants could hear any speaker/accent from trial to trial).

So far, we have analyzed the results of 23 speakers from Western Pennsylvania (critically non-Southerners) who were recorded at Penn State University. We see effects of accent for real words on the P200 and N400, reflecting more effortful processing in both the acoustic-phonetic (P200) and lexical-semantic (N400) stages for Southern compared to Mainstream accents. We see no differences in nonsense word processing, and together, these findings suggest that the difficulty in normalizing Southern-accented tokens at the acoustic-phonetic level disrupts lexical access later on.

Most relevant to our talk, we have also collected data from 38 Southwest Virginians, and will have an analysis of their brainwaves to share by SECOL. We consider these speakers at least receptively bidialectal, exposed to substantial amounts of Southern and Mainstream US English accents. We expect to see one of three outcomes: they show the same pattern as the Western PA listeners (standardized dialect advantage); they show the reverse pattern of Western PA listeners (own-dialect advantage); or they show no difference when processing the two dialects (dialect equivalency).

59

A Cross-Linguistic Study of Subject Pronoun Expression: Social Conditioning

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Abstract

The alternation between null and overt pronominal subjects, i.e., subject pronoun expression (SPE), has been quantitatively studied since the 1970s. SPE constitutes an ideal linguistic variable for cross-language and cross-dialect comparison. Although the social distribution and indexicality of variants are central questions of sociolinguistic research, SPE does not seem to be indexically-marked. Internal conditioning effects on SPE are known for their relative consistency across the board whereas the social conditioning remains largely unexplored. The few studies exploring the social conditioning report fluctuation from one community to the next. We answer questions emerged from increased SPE research during the 21st century by comparatively exploring the social dimensions conditioning SPE in Portuguese, Spanish, Swabian German, Persian, and Mandarin. We employ mixed effects, linear regression analyses, clustering and visualization techniques to analyze over 230,000 tokens from more than 930 speakers from 23 communities.

Although speakers rarely indicate social awareness of SPE, results reveal significant social usage differences by gender and age. Overall, women promote overt subjects in all languages except Persian. Further analysis reveals no significant differences between men and women in speech communities with low pronominal rates (Cali, Medellín, and Xalapa) while in speech communities with higher pronominal rates (Barranquilla, NYC, Swabia, Portugal and Brazil), women favor overt subjects. Also, gender and age interact in Lisbon with no gender difference among older Lisboans, but divergence in younger generations. These results suggest changing and differently gendered norms and practices in terms of address and personal reference.

Congruent with the Romance languages' evolutionary tendency toward increased overt pronominal expression, younger Spanish/English bilinguals have high overt pronominal rates. Contrariwise, young monolingual Spanish and Persian speakers have the lowest pronominal rates, as part of a pattern in which pronominal rates increase with age. Lower pronominal rates among our youngest speakers in Barranquilla, Cali, Medellín, Swabia, and Tehran are consistent with findings in Mexico City, Santo Domingo, and Spain (Carvalho et al. 2015). These opposing tendencies may have acquisitional implications —at least in Spanish— as younger monolingual speakers' pronominal rates seem to reach adult usage patterns at approximately age 30. Our cross-community comparative analytical approach brings new perspectives on issues of social practice and meaning in connection with a variable that lacks prescriptive norms and clear evidence of indexicality. Overall, our results increase our collective knowledge of the social conditioning on SPE. Moreover, our findings contribute to opening questions regarding how age conditions pronominal expression in monolingual communities.

60

Signs of Linguistic Innovation: A Study of Spanish Intensifiers

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Abstract

Intensification in Spanish constitutes a complex and frequently occurring, yet largely unexplored phenomenon that comprises both morphological and periphrastic variants. A well-known morphological option is the suffix -ísimo, as in fuertísimo 'very strong.' Periphrastic options are formed with adverbs such as muy 'very,' demasiado 'too,' bien 'well, quite,' and súper 'super.' This empirical sociolinguistic study explores the use of intensifiers in the city of Medellín, Colombia. We investigate several research questions aiming to determine, among other things, whether speakers favor morphological or periphrastic means of intensification. We analyzed 1478 tokens extracted from the socially stratified PRESEEA Medellín Corpus. Our speaker pool consists of 36 speakers (18 women and 18 men) whose ages range from 18 to 78 years old.

Our results reveal that Medellín speakers overwhelmingly favor periphrastic intensification mechanisms over the morphological option. From among the periphrastic alternatives, muy 'very,' is the most frequently used intensifier with bien 'well, quite,' tan 'so,' and súper 'super' also occurring frequently. A comparison of the effects of social predictors on the use of intensifiers and subject pronoun expression (Orozco & Hurtado 2021) in this speech community uncovers two similarities: whereas the use of muy is congruent with similar sociolinguistic behaviors for both women and men, there is an apparent age effect. At the same time, súper appears to constitute a linguistic innovation that is simultaneously promoted by younger, middle and upper-class women. Interestingly, while súper is preferred by speakers who are 41 years of age or younger, it does not seem to be part of the productive linguistic repertoire of the older segment of the speech community.

On a larger scale, Medellín speakers' preference for periphrastic constructions to express intensification is analogous to the preference for the periphrastic futurity variant attested in Colombian Spanish (Orozco 2018, 2023) as well as in other Spanish-speaking communities (Coles 2007, Lipski 2008, Silva-Corvalán 1994, Zentella 1997, among others). Moreover, the dominance of periphrastic intensifiers may also relate to what occurs with other linguistic variables while informing our understanding of larger typological tendencies. In general terms, this study expands our collective knowledge of the role that intensifiers play in language variation and change. It also provides baseline data for studies of intensifiers in other Spanish-speaking communities. Furthermore, the results of this study help augment our knowledge of intensifier usage as well as of language variation and change.

61

The semiotic repertoire in the Spanish linguistic landscapes in Alabama.

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Abstract

The study of linguistic landscapes (LL) examines the use of signage in public spaces (Landry & Bourhis, 1997; Gorter, 2006; Shoshamy & Ben-Rafael, 2015, and Gorter & Cenoz, 2024). While Gubitosi & Ramos Pellicia (2021) offer a panorama of research on LL in Spanish, Lyons & Rodríguez-Ordóñez (2017) and Franco-Rodríguez (2018) review Spanish LL research in the US. This presentation is part of a larger project on the Spanish linguistic landscape of Tuscaloosa county, Alabama, an unexpected area of Spanish language use. Results from previous analyses of the language in signage reveal variation in the use of Spanish vis à vis English according to location type. For example, restaurants show a mix of English and Spanish use, with Spanish being used for the main or symbolic part of the text (e.g., name of the restaurant) while English is used for the informative part of the text (e.g., type of business or restaurant). In contrast, both churches and tiendas (convenience stores) use Spanish for both the symbolic and informative part of the text. Following Kallen (2010, p. 43), we recognize three discursive contexts in which Spanish is used: the marketplace (restaurants, hair salons/barbershops, tire stores), community (churches, schools). A third context shows a combination of marketplace and community, which is best exemplified by tiendas, which are convenience stores mainly for foodstuff from Latin America but also offer services like wire transfer, phone cards, and so on. In this stage of the project, we examine other semiotic resources combined with language within the three discursive contexts. That is, we look at signage within a multimodal framework (cf. Kress, 2003 and 2010), which includes different semiotic modes to compose meaning within a given text. Thus, we look at the full semiotic repertoire (cf. Amgott, 2021) of the creators of signage. Our corpus includes photos of over 125 texts, which were then mapped using a geolocation application (ArcGIS Field Maps). The app allows us to visualize the locations within Tuscaloosa county, and tag images for multimodal features associated with texts therein. The semiotic repertoire we identify includes language, fonts, colors, flags, images, cultural objects and text placement, e.g., relative positioning of the two languages within the text. Therefore, we seek to determine: 1. Which combination of semiotic resources is used within a given text and whether they differ according to location type and 2. Which semiotic modes are used as group identifiers of the creators of texts (i.e., indexicality).

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62

“She enjoyed sewing”: Representations of Gender in Georgia Obituaries

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Abstract

Obituaries serve as a unique lens through which to explore personal and cultural narratives. They not only communicate biographical details and funeral arrangements but also encapsulate shifting societal values, where the attributes and virtues attributed to the deceased reflect evolving ideologies within American society (Hume & Bressers, 2010, p. 23).

As the transition from print to digital media continues (De Vries & Rutherford, 2004), obituaries have adapted into a more versatile and discursive form, with varying lengths and functions. The inclusion of online "guest books" has transformed obituaries into a dialogic space for expressions of grief, condolences, and messages to the departed (Hume & Bressers, 2010).

This presentation delves into the discourse surrounding communities, focusing on how gender is represented in obituaries from the state of Georgia. To achieve this, I constructed a specialized corpus from diverse regions within the state: an urban area (Atlanta Journal Constitution), a mid-sized city (Augusta Chronicle), and a rural county (Effingham Herald). I collected 1,200 obituaries (600 for each gender), resulting in a corpus of 333,112 words.

Using AntConc (2019), a keyword analysis was used to examine the “aboutness” of these texts. By comparing the various subcorpora (i.e., men and women; Atlanta, Augusta, and Effingham), keywords were extracted, placed into semantic categories, and qualitatively examined in texts. Such categories include relationships, occupations, and hobbies. The analysis of these obituaries provides insight into the values of the American South.

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63

Customizing Listening Comprehension Activities with AI Tools

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Abstract

The acquisition of language is essential in today's globalized world, and listening comprehension plays a critical role in language learning. However, language learners often struggle to find adequate opportunities to practice listening skills in classroom settings (Maranzana, 2022; Verspoor & Hong, 2013). Yet, language instructors might find it challenging to identify appropriate and relevant listening activities for their students. This presentation explores the potential of Artificial Intelligence (AI) technology in enhancing language learners' listening skills and how ChatGPT can be integrated into AI text-to-speech technologies to create personalized listening comprehension activities.

The potential benefits of incorporating AI technology into language learning have been extensively documented in previous studies. For instance, Gayed et al. (2022) and Godwin-Jones (2022) have reported significant improvements in English language learners' writing abilities through AI-based writing assistants. AI and recognition technologies have been found to support personalization and contextualization of foreign language writing in authentic contexts, (Hwang et al., 2023).

Text-to-speech applications can generate spoken language in various accents, speeds, and difficulty levels, showcasing the diversity of the target language speaking community across contexts. AI technology can be harnessed to produce aural renditions of texts to which students can listen and react. By changing accents, pace, and complexity, instructors can hone students' listening abilities and equip them for an array of real-world listening situations.

Preliminary qualitative data gathered from 70 beginning French and Italian learners will provide insight into student perceptions of weekly AI-generated listening activities. Students completed surveys gauging the effectiveness of these activities in building listening comprehension and overall understanding of the classroom material. Implications for incorporating AI technologies to boost listening comprehension in language classrooms will be explored.

64

Linguistic economics: how the landscape changes to accommodate consumers' preferences

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Abstract

This study analyzes the intersection of the linguistic landscape (LL) and economics within the Mercedes-Benz Stadium, explicitly focusing on understanding how signs within the stadium adapt to accommodate consumers' preferences during soccer games. Located in downtown Atlanta (GA), Mercedes-Benz Stadium is home to the National Football League, 'Atlanta Falcons,' and the Major League Soccer Team, 'Atlanta United,' and hosts numerous other sporting events and concerts. The study seeks to answer how the LL changes in response to the demographics of visiting soccer teams and what economic implications these changes might have.

Employing mixed methods, qualitative and quantitative approaches, the research was conducted on-site within the Mercedes-Benz Stadium environment during 10 soccer games held over a period of 14 months (2022-2023). This involved collecting and analyzing the discourse of 435 units of analysis. The observational process was designed to capture the dynamic nature of the LL, particularly noting changes corresponding to the primary language and culture of the demographic population of the areas where visiting teams are located.

The results suggest that stadium management makes considerable effort to enhance the consumer experience by resonating with the linguistics and cultural characteristics of the visiting teams' fans by playing music in Spanish and adding English-Spanish translations in digital signs ("CHECKING GOAL - DISALLOWED GOAL OFFSIDE" / *"CHEQUEANDO [COMPROBANDO] GOL ANULADO - FUERA DE JUEGO;" "UNA PASIÓN ANORMAL"* (An extraordinary passion); some Spanish expressions (*"¡VAMOS ATL!"* (Let's go ATL!) without Spanish-English translations; and some other translingual signs (*"OLÉ* MEXICAN FOOD" / "*TORTILLA* & CHIPS").

This linguistic and cultural adaptability may have economic implications. By tailoring the LL to the languages of the visiting teams' fans, stadium management may increase engagement. This strategy might enhance consumer satisfaction and foster a more inclusive and welcoming atmosphere, which could lead to increased revenue from advertising, concessions, and merchandise sales. The economic impact of such linguistic alignment could be substantial, as it directly influences the commercial activities within the stadium.

The study may contribute to the broader understanding of how the LL in public spaces, mainly sports venues, is a reflection of cultural diversity and the active tools used in the economic strategy of the venue. It highlights the importance of linguistic sensitivity and adaptability in enhancing consumer engagement in culturally and linguistically diverse settings. Furthermore, it underscores the potential of language as a pivotal element in the economic dynamics of sports stadiums, offering insights for stadium management and marketers in similarly diverse contexts.

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65

Motivation in Second Language Acquisition in a Saudi University

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Abstract

Motivation in second language learning and teaching and the strategies used inside and outside the classroom have been widely discussed by many researchers. As an example, Guilloteaux and Dörnyei (2008) had positive outcomes of the investigation in the effect of the motivational strategies used in the classroom settings. Alshenqeeti (2018), discussed the motivation and foreign language learning in relation to the raise of motivation strategies in the EFL classroom. However, there are still many unsolved issues in relation to motivation, such as, which motivational strategies are culturally specific and knowing which aspects of motivational teaching are transferable freely across learning situations in second language acquisition. Therefore, in this study, there will be an investigation and discussion to assess the teachers' ability of motivational strategies in general and to explore some specific ways that can teach these strategies particularly in relation to the students' cultural background.

The research questions; first, are the teachers prepared and do they have enough training to apply the motivational strategies in second language learning? Second, are second language teachers' motivational strategies related and connected to the students' background? Third, do the students' background and age of language acquisition affect and influence their ability to benefit the most from the motivational strategies taught by their teachers?

The study uses mixed quantitative and qualitative research methods in relation to the Attitude/Motivational Test Battery (AMTB; Gardner, 1985) to test motivational intensity, attitude and desire for both teachers and learners. The data will be collected from ten female teachers and 20 female students at the first year (PPP). Online Survey Monkey or Qualtrics adopted and modified by the researcher and used for the study. The teachers and students answering the questionnaire are chosen randomly at the same English proficiency level between the ages of 18 to 20 years old. Two survey questionnaires and interview questions are used in this study to investigate the teachers' readiness and ability to apply motivational strategies and link them to the students' cultural background and interests in English second language teaching. Moreover, the survey also investigates the students' background in relation to the age of acquiring their English as a second language and their development and beneficiary of the received motivational strategies. Each questionnaire has ten questions and the results are analyzed using SPSS statistical methods. Moreover, ten interview questions, created by the researcher, are going to be asked to the students' teachers and the results will be analyzed qualitatively.

66

The Syntax of Exception in Asante Twi

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Abstract

Introduction: Exceptive phrases are constructions that express subtraction from a set:

(1) Everyone left, except John.

This paper argues that exceptive phrases in Asante Twi (a Kwa language of Ghana) contain clausal ellipsis, i.e. unpronounced clausal structure. (2) illustrates:

(2) M-mɔfra no nyinaa didi, agye sɛ Kofi (na ɔ-n-nidi).

PL-child the all eat except COMP Kofi FOC 3SG-NEG-eat

'All the children are eating, except Kofi (is not eating).'

Exceptive phrases have been examined in several languages, including Spanish (Pérez-Jiménez & Moreno-Quibén 2012) and Egyptian Arabic (Soltan 2016). Exceptive phrases in Asante Twi, however, are unstudied, so the present work seeks to fill this gap.

Argumentation: First, if the exceptive phrase contains clausal structure, we expect a full clause to be available; this is confirmed by (2). Moreover, the complementizer sɛ, which introduces complement clauses (Boadi 1972), is present even when a full clause is not.

Second, the ambiguity in (3) provides further support for clausal ellipsis (Stockwell & Wong 2020):

(3) Obiara m-pɛ sini no, agye sɛ Kofi, nanso

everyone NEG-like movie the except COMP Kofi but

me-n-nim dɛɛ nti

1SG-NEG-know thing because.of

'Nobody liked the movie, except Kofi, but I don't know why.'

The second clause in (3) has two interpretations: ‘I don’t know why nobody except Kofi liked the movie,’ or ‘I don’t know why Kofi liked the movie.’ The latter interpretation relies on the presence of clausal structure in the exceptive corresponding to ‘Kofi liked the movie.’

Third, clausal adverbs scope over the exceptive:

(4) Obiara m-ma apontuo no ase, agye sɛ

everyone NEG-come party the under except COMP

ebia Kofi

maybe Kofi

'Nobody will come to the party, except maybe Kofi.'

The adverb ebia 'maybe' only scopes over the exceptive, signaling the presence of a clause that it modifies.

Conclusion: This paper argues that exceptive phrases in Asante Twi contain clausal ellipsis. This paper will also argue that ellipsis in Twi exceptives proceeds in two steps: first the exception is focused, and then the rest of the clause is deleted. The analysis will explain why the focus marker *na* in (2) is deleted by ellipsis when similar elliptical constructions in other languages (e.g. Nupe, see Mendes & Kandybowicz 2023) do not delete their focus marker. This analysis therefore has implications for ellipsis licensing and the structure of focus constructions in Asante Twi.

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67

Integrating Sociolinguistics Into Speech-Language Pathology

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Abstract

This paper investigates the education of speech-language pathologists (SLPs) on topics related to sociolinguistics. It summarizes the current position of sociolinguistics and dialect in the work of SLPs in the field, highlighting current knowledge and areas for growth. The paper then puts forth solutions that undergraduate and graduate level instructors can integrate into existing required coursework for CAA accredited institutions. This paper also provides an ASHA standards-based rationale for the creation of a sociolinguistics seminar, including clinical implications of topics within the realm of sociolinguistics in the evaluation and treatment of speech and language disorders in school settings as a main focus.

68

Exploring the Relationship between Southern US English and rural Canadian English

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Abstract

Southern US dialects have long been held to have an eclectic and recognizable inventory of phonological, grammatical, and lexical features. Most accounts allude to the diversity of migrants in the 17th and 18th centuries from the British Isles as the source of these features; however, enslaved Africans and English upper-class migrants from London may have also played a role. In contrast, some researchers suggest that the quintessential southern features are not synchronic remnants, but developed in the late 19th century (Bailey, 1997:272) due to demographic shifts (Bailey & Cukor-Avila, 2023). Further, researchers warn that the idea of the existence of entities like "Southern English" is largely mythic based on shibboleths and high-frequency forms (Kretzschmar, 2003; 2009). While much of the extant research is based on phonology (e.g. Thomas, 2005; Kretzschmar, 2009), many grammatical and lexical features have also been studied (e.g Tillery & Bailey, 2003; Wolfram & Schilling-Estes, 2015; Wood & Zanuttini, 2018).

In this paper, I offer evidence from a large archive of dialects far to the north, in Ontario, Canada where the origin of many grammatical and lexical features can also be traced to British dialects. Two recent studies involve features found southern dialects: 1) alternation between [w] and [ʍ] in words which and white (e.g. Chambers, 1998; Needle & Tagliamonte, 2022) and 2) the use of them as a demonstrative pronoun as in them boys (Rupp & Tagliamonte, 2022), suggesting that a fulsome comparison of linguistic features is warranted. A preliminary inventory reveals 65% correspondence with attested Southern features: lexis, taters, veranda and crawfish; verb forms, done, swimmed, blowed; intensifier right; and 2nd person plural you all. Ongoing research will undertake a systematic catalogue and analysis of grammatical and lexical features and compare them to patterns attested in the Southern US, paying close attention to: 1) areal dispersion, e.g. which features are broadly dispersed and which are locally concentrated; 2) Which are receding and which are thriving, and importantly; 3) the timing and nature of trajectories of change, e.g. which features are synchronic remnants and which are recent and transformative.

The larger goal of this research is to broaden the knowledge base for comparative dialectology in North America and to further understanding of the internal structure of variation within and across dialects. Examining similarities and differences across diverse ecologies has the potential to open new insights into the explanation(s) for language diversity and change in progress.

69

From the Airwaves to Academia: An Autoethnographic Analysis of a Country Radio Host's Use of Southern Dialect and Vernacular as a Linguistically Sustaining Practice, While on the Air in a Rapidly Changing Area of the South

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Abstract

This reflexive analysis employs elements of autoethnography and autocritography regarding language use during my time as a host on a country music radio station located in an area of the South undergoing drastic and rapid cultural and linguistic shifts. Through this self-reflexive methodology, and retelling of experiences, I explored how my natural southern dialect variation as a young male host on FM radio, reconciled with a populace facing increasing dilution of their traditional southern voice. Examination of audio, inspection of transcripts, and coding of interactions with listeners, allowed for subsequent patterns to develop. Findings were that having a 'southern speaker' on the air – in contrast with the usual 'neutral' speaking hosts that listeners were accustomed to hearing and seeing in media outlets – acted as a linguistically sustaining practice, not dissimilar from a culturally sustaining pedagogy. Listeners native to the area gravitated toward a southern speaker within media who allowed them to have a 'voice' in the face of many institutions who maligned their pronunciation and lexicon. Being on the radio with a strong southern accent challenged the power structure that views those who language this way as 'backward' or 'uneducated' and combated the 'Standard English' myth. Simultaneously, my southern language use also served to essentialize and play into stereotypes in certain scenarios, and may have perpetuated the negative perceptions that exist in regard to these dialects in particular. I discuss how both the positive and negative linguistical practices I utilized on the air were done unknowingly, well before I was involved in doctoral pursuits of literacy, language, and culture. With a theoretical basis I now possess on these topics, I viewed my previous work through a sociocultural and somewhat critical lens. Finally, I discuss implications of these findings, including the connection of one's dialect to their identity, the importance of southern dialects preservation among a changing South, and promoting a societal pedagogy that honors all language variations, dialects, and traditions.

70

Can Cajun French Survive? Investigating Cultural Attitudes and Revitalization Challenges in South Louisiana

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Abstract

From the expulsion of the Acadians (known as Cajuns) from present-day Nova Scotia in Canada to their eventual arrival in Louisiana in the U.S to the current cultural situation among Cajun descendants, the history of the Cajun French language and its gradual decline is long, complicated, and politically charged (Ancelet, 2007; Rees, 2008). The paper offers an overview of the rapidly diminishing Cajun French language, examines the historical state-sponsored attempts to eradicate its use, and surveys the more recent attempts at maintenance and revitalization particularly in the public education system and the commercial domains of tourism and cultural heritage events. Fishman's (2001) principles of language revival are applied to the current situation of Cajun French in order to assess the viability of the revitalization efforts. Based on a survey administered in South Louisiana, the paper also reports the prevailing cultural attitudes of younger generations of Cajun descent toward the Cajun French language and its replacement by its main competitor: Cajun English. The results reveal that the stigmatization associated with being Cajun experienced by the older generation has been replaced by cultural and ethnic pride. Younger Cajuns tend to express this positive sentiment about their culture even if they cannot speak Cajun French. As younger generations do not see Cajun French as an important identity marker of their culture, the paper concludes that their cultural attitude poses a serious challenge to the language maintenance efforts. In addition to the attitudes of younger Cajuns today, the complex language history and situation of Francophone Louisiana may pose further challenges for the prospects of Cajun French revitalization.

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71

"Fly away, Jack": Language and Gesture in the *Dictionary of American Regional English*

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Abstract

Interviewers for *The Dictionary of American Regional English* (*DARE*) were explicitly instructed to use gestures when attempting to elicit certain terminology so as to avoid mentioning the particular terms in question. Thus attuned to gestural elements of discourse, they often recorded informants' gestures in their notes. The richness of this dimension of *DARE* records suggests it is a good place to search for examples of speech that are accompanied by specific gestures. In an attempt to discover historical evidence of the newly identified genre of children's play we call "folk illusions" (Barker and Rice 2019), we turned to *DARE* as a likely source that might include gestural components in their records of children's play forms. We indeed turned up one likely candidate under the heading of "Jack and Jim" (also called "fly away, Jack," or "Peter and Paul"):

A trick to amuse children. A person sticks pieces of white paper to the nails of his forefingers. He places his forefingers on the edge of a table with the other fingers closed. He raises his right hand and brings it back, with the middle finger substituted for the forefinger, crying fly away, Jack. He does the same with the left and cries fly away, Gill. He then restores his forefingers in the same way, crying come again, Jack; come again, Gill. (*DARE*, Jack and Jim, 1909)

After illustrating some ways gestures were used in elicitation and recorded in responses (including some details learned from interviewing co-Editor-in-Chief Joan Hall), I will describe the general features of folk illusions that allow us to deduce that Fly Away, Jack is in fact an example of the genre. Armed with the textual variants recorded by *DARE*, we uncovered the lyrics in several collections of children's rhymes as far back as the first publication under the title of *Mother Goose's Melody* (1780's), where it is presented entirely without mention of any accompanying gestures. This example of the loss of the gestural dimension of discourse highlights the remarkable foresight displayed by DARE editors and field researchers as they deliberately included gestural elements in their notes and definitions.

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72

The Linguistic Landscape of Buford Highway near Atlanta: A Study across Six Years

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Abstract

Buford Highway is an international community along a stretch of State Route 13 in DeKalb County, Georgia which comprises ten percent of Atlanta. Buford Highway is known for its makeup of various immigrant groups. Based on signage along the Buford Highway Corridor, the most notable groups are Chinese, Korean, and Spanish-speaking. This interdisciplinary study from the fields of linguistics and sociology examines how languages on business signs are presented and how language presentation reflects the relationships among immigrant and non-immigrant groups for marketing purposes. It also looks at how this area has changed since 2018.

In a previous study in April of 2018, the researcher investigated the languages on signs in areas such as the amount of codeswitching and translations, if the sign was bilingual or not, letter / character size, color choice, and position of the languages on the signs. In the present study, the researcher will reexamine signage to verify what changes, if any, have occurred in six years and how these changes may have been influenced by economic factors as a result of the Covid-19 pandemic or other factors and if immigrant groups may have increased or decreased in the area.

73

Pale Pigs and Water Trains: Diachronic Semantic Shift in a Post-Colonial Context

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Abstract

In encounters between colonizers and indigenous peoples around the world, groups in contact are forced to develop, borrow, and adapt terms for new concepts, goods, animals, techniques, and technologies. Often, this has consisted of borrowing words wholesale from the group with a pre-existing term. This is arguably the most common strategy and has led to such modern English words as 'raccoon', 'hurricane', and 'bayou', among others. Indigenous people have used similar strategies, and borrowings from colonial languages are abundant in many indigenous languages. However, the prevalence of trade goods, domesticated animals, and new technologies coupled with enforced segregation and isolation has often led to different approaches. The present study examines the ways that speakers of Choctaw, a Western Muskogean language spoken in Mississippi, Louisiana, and Oklahoma have developed names for new concepts, with special attention paid to the semantic shift that has occurred with terms for indigenous concepts. In some cases, the name of a familiar concept has been modified to refer to a new import with a similar function or appearance (i.e. *issi kosoma*). In some cases, the existing concept's name generalized, leading to the existing name being used to refer to both the original indigenous item and the imported new one (i.e. *peni*). In some extreme cases, the new import colonized the existing name entirely such that the indigenous item is referred to with a modified form of its original name, while the unmodified original name is now used exclusively to refer to the import (i.e. *shukha*). This presentation will explore these diachronic lexical and semantic phenomena with consideration of the implications for language revitalization, decolonization, and understandings of language contact more broadly.

74

Competing avenues to power? Puerto Rican Spanish coda /r/ and changing linguistic norms

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Abstract

In this sociolinguistic variationist study, I analyze 16 individuals' usage of the three variants (tap, lateral, and approximant) of coda /r/ in Puerto Rican Spanish (PRS), and situate my analysis in relation to a discussion of shifting colonial powers.

PRS's two mainstream realizations of coda /r/ ([ɾ] and [l]) have different social meanings. Traditionally, the tap [ɾ] carries prestige, while the lateral [l] is stigmatized and indexes lower socioeconomic status, lower education, and local affiliation (Valentín-Marquez, 2007). Speakers are also using a newer variant, approximant [ɹ], whose social indexicalities are relatively under-studied in the field. I seek to understand how PRS speakers use this novel variant compared to the two more attested allophones [l] and [ɾ]. Previous work claims that neutralization to [l] is the final stage of coda /r/ in PRS (Lipski J. M., 1986; Navarro Tomás, 1948; Navarro Tomás, 1974). More recent work (Beaton, 2015; López Morales, 1983; Paz, 2005; Simonet et al., 2008) problematizes these claims by highlighting the emergence of approximant [ɹ], and thereby suggests that coda /r/ is still a change in progress.

In the current study, I analyze audio samples from 16 individuals (10 women, 6 men; ages 18-68) who were interviewed by Chente Ydrach, a Puerto Rican comedian, for his podcast, "Masacote." I use auditory and acoustic measures to distinguish tap and liquid realizations of coda /r/. To predict rhoticity, I use F3 to compare laterals and approximants (Beaton, 2015; Dauphinais Civitello, 2018). I then consider these phonetic analyses in relation to questions of power.

The men in this sample favor the lateral variant regardless of age. However, the women in the sample pattern differently across ages: Overall, the women exhibit a general shift from canonical taps towards approximant realizations, while maintaining a low but substantial usage of lateral [l]. My analysis suggests that speakers of PRS are using coda /r/ to access both institutional power and local power. I posit that men use lateralization to garner power through ideologies of rootedness and locality due to the importance of local Puerto Rican identities associated with Reggaeton. By contrast, women not working in Reggaeton channel institutional power through ideologies of linguistic prestige. I argue that Puerto Rico's locus for linguistic norms is changing due to a shift in colonial powers (Spain to USA), under which approximant [ɹ] is coming to index a particular type of power through its proximity to English.

75

Unexpected variations: Lingusitic diversity in a southeastern U.S. micropolitan high school

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Abstract

This research presentation will contribute to the understanding of how adolescents develop a wide range of linguistic knowledge, particularly semantic and pragmatic, through interaction in a given linguistic context. The particular high school chosen for this research provides macro- and microcosmic views of language acquisition and development in the U.S. Southeast because it reflects a growing shift toward rural micropolitan areas, which have led to increasing linguistic diversity in rural public schools. In this presentation, I explore how students (both native speakers and language learners) acquire and develop language fluency and competency during their early teen years in a linguistically diverse rural U.S. high school.

Central County High School (all names and places are pseudonyms) is a linguistically and culturally diverse school in a large rural county in a southeastern state. Here the convergence of Appalachian English, Black English, and Spanish-English, among other variations of English in the classroom, creates social and cultural dynamics that allow young people to learn linguistic styles from each other. The teacher is not the only one teaching, though their role is inextricably important.

Most current research on language acquisition and development takes place in urban contexts and focuses on early childhood and second-language learners. Neuroscientists have delineated the teen years as some of the brain's most active over a lifetime. Next to early childhood, a teen's brain is changing at a more rapid rate than it ever will again (Geide, 2008). Linguistically, the teen years are the time when the semantics and pragmatics of language are developing most, with young people learning the difference between connotation and denotation as well as linguistic appropriateness. The ecology of a linguistically diverse rural high school English classroom offers a look into a setting that is relatively unique, though increasingly more common; where teenagers from multiple dialects, accents, and languages come together to learn language skills relating to problem solving, identity formation, and vocabulary development. With the above framing of language development and acquisition, I will be asking: 1) How does the language teaching and learning in a rural high school English classroom shape linguistic and identity development? And 2) How do students and teachers in rural high school English classrooms approach linguistic differences in school and outside of the classroom?

Taking the call from Wolfram (2008), I aim for this research to encourage public school teachers' and teacher educators' awareness of linguistic diversity. I also want to expand the discussion of how critical the high school years are for L1 language acquisition and development and how linguistic diversity within a classroom can shape these developmental processes.

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76

Language practices among two New Destination Communities in the New South

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Abstract

During the last four decades, the U.S. South has experienced dramatic demographic change, with new populations moving into urban (and sometimes rural) areas of states like North Carolina, Mississippi, and Georgia. These New Destination Communities (Zúñiga and Hernández-León 2009) constitute emergent language communities, with first-, second-, and sometimes third-generation speakers engaged in reshaping the linguistic marketplace. This analysis focuses on two such communities in Georgia, Spanish-speakers and the population of Slavic origin, providing a comparative analysis of language practices and ideologies.

According to the most recent Census, the Latino population reached 10.5% in Georgia, a 31.6% increase from 2010. Despite the dearth of research on Latino communities in Georgia, recent studies demonstrate both an emergent regional variety of Spanish (Limerick 2017) and an ethnolect of English (Rodríguez 2022). On the other hand, the Slavic population in Georgia, located mainly in Metro Atlanta, does not exceed 200,000, and the biggest communities among them are Poles, who are the biggest Slavic minority in Georgia (108,000) and Russians 33,000 (USCB 2023). Only about 10,000 (3,000 Poles and 7,000 Russians) of them are first-generation immigrants (Data USA 2023), born in their home countries, but, similarly to American-born Slavs, a significant portion of them came to Georgia not directly but from other states. According to estimates, Polish as a heritage language in everyday communication is used by approximately 2,600 households, and Russian by 14,600, but this group includes not only Russians, but also other immigrants from the former USSR (Belarusians and Ukrainians) (Data USA 2023). Since a significant percentage of the Latino population and of the Russian- and Polish-speaking immigrants came to Georgia over the last three decades, along with the intensive growth of Metro Atlanta, they can both be treated as newcomers. Their adaptation to “the changing South” takes place in several dimensions: social, cultural, and in the case of foreign-born immigrants – also linguistic.

Georgia is not the main destination either for Latino or Slavic communities, with larger and more established populations in the Southeast, Mid-North and North-East states. Although there are some enclave Latino communities in Georgia, Poles and the Russian-speaking population do not form compact communities, as is observed in places like Greenpoint, NY or Avondale, IL, but rather live scattered throughout the metro Atlanta area. Immersion in a different ethnic environment stimulates assimilation processes, but at the same time the heritage language is preserved also in subsequent generations. This work demonstrates differences in the social scope of use of the minority language by Latinos, Poles, and Russians (characteristics of diglossia) and differences in the linguistic assimilation processes of these diasporas.

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77

Cross-linguistic Priming in Mandarin Chinese Learners of English: Structure, Semantics and Working Memory Capacity

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Abstract

Although there is evidence to support the existence of a cross-linguistic structural priming effect between languages with different word order, none of these cross-linguistic interactions has been interpreted from the perspective of Cognitive Linguistics. To my knowledge, only one previous study has addressed the priming of transitive between First Language (L1) Mandarin Chinese and Second Language (L2) English (Chen et al., 2013). Considering that Cognitive Linguistics theorizes that meaning and form are inseparable in the study of linguistic structures, the goal of this study is to explore cross-linguistic structural priming from a more nuanced perspective. This is achieved by incorporating semantic properties of 'adversity' in both L1 primes and L2 target items, along with individual differences in working memory capacity. Specifically, the purpose of the study is to examine how the semantic feature of 'adversity' in the L1 Mandarin Chinese passive prime sentence affects the 'strength' of the prime in the L2 English description of an adverse event compared to a non-adverse event. Additionally, the role of working memory capacity in cross-structural priming has not been entirely determined. Therefore, this study attempts to fill this void in research by examining to what extent the cross-linguistic priming effect is mediated by participants' working memory capacity. I hypothesize that this study may replicate the cross-linguistic priming effect found in prior studies (e.g., Chen et al., 2013; Son, 2020). Furthermore, the research is likely to reveal an amplified cross-linguistic priming effect attributed to the 'adversity' match between L1 passive prime sentences and L2 picture description events. This match comprises two scenarios: (a) L1 adversity and L2 adverse event, and (b) L1 non-adversity and L2 non-adverse event. This study contributes to the linguistics field's existing knowledge on cross-linguistic priming from the perspective of Cognitive Linguistics, particularly within the context of L1 Mandarin Chinese and L2 English cross-linguistic structural priming. It provides empirical evidence on how the semantic feature of adversity and individual differences in working memory capacity affect linguistic expressions in the condition of cross-linguistic priming. These predicted findings could be essential for Psycholinguists and Cognitive Linguists, offering insights into the underlying cognitive processes and conceptual structures in shaping L2 productions in second language acquisition.

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78

To Build a Community Language Archive in Southern Louisiana

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Abstract

I propose a need to revisit and extend Dubois and Horvath's seminal work in Cajun English (1998). Since the bulk of the interviews were conducted 25 years ago, I plan to conduct additional interviews to capture the contemporary linguistic landscape of Cajun English. The collected data will contribute to the establishment of a publicly accessible Community Language Archive. Hopefully, the language archive will become a resource for the community and future scholars to explore the varieties of languages within Southern Louisiana. Moreover, the data collected from the interviews will serve as a basis for implementing a transcription and forced alignment process as described in Oslen et al (2017), which focused on the Digital Archive of Southern Speech. My presentation will map out the process for collecting, preserving, and analyzing the data along with identifying and addressing potential challenges. I hope this will spur discussion and interest among those who have or will be conducting similar research.

79

The perfect change in Georgia: aspectual and past temporal reference in AAE oral narratives across generations

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Abstract

Introduction and goal: Much has been written about the tense-aspect (TA) system of African American English (AAE) within different linguistic approaches (DeBose 2015, Green 1998a, 1998b, 2002; Green and Sistrunk 2015; Terry 2000, 2004; a.o.). However, missing from the literature is a systematic investigation of the TA system of AAE from the state of Georgia, which we aim to fill by investigating the mappings between aspectual-past temporal morphology (e.g., Verb-ed, bin + Verb-ed, bin + Verb-ing, dən + Verb-ed) and the semantic/pragmatic properties traditionally associated with the crosslinguistic category 'perfect'. This current presentation reflects the first half of the project where we examine oral productions of past perfective and perfect forms by speakers of AAE from Georgia to discover the availability and distribution of experiential/existential, universal/continuous, resultative/result-state, and recent-past perfect readings (following Bertrand et al. 2022). In the second part of the project, we will test with native speakers so-called lifetime effects associated with experiential readings, result-state cancellability, narrative progression, and compatibility with definite past time adverbials.

Methodology: Our study involves two methodological approaches. For the first part, real-time data comparisons have been accomplished by extracting data from Born in slavery: Slavery narratives from the Federal Writer's Project, CORAAL, and National Public Radio's StoryCorps project, all of which contain oral data from speakers of AAE from the state of Georgia in different time periods. This diachronic comparison of verbal constructions and the associated temporal-aspectual meanings affords not only a comparison to Bertrand et al's findings, but also an alert to any change in progress of particular forms and their associated meanings. For the second part of the project, we plan to collect data with Georgia AAE speakers using semantic fieldwork methodology, which includes acceptability judgements of contextualized constructed examples, judgements about implication relations between sentences, and storyboard elicitations accompanied by follow-up judgement tasks.

Conclusion: Preliminary results show that the four readings associated with the perfect are distributed across different forms, which is consistent with findings from other varieties of AAE that have been analyzed to date. The fact that one single language may have several forms each exhibiting different properties of the 'perfect,' lends support to Bertrand et al's argument that a single category 'perfect' may not have crosslinguistic validity.

80

Black Language and Life: Discourses of Academic Trajectories for Black Faculty in the Language Sciences

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Abstract

This talk focuses on the in-progress, co-authored book project *Talking Faculty: The Linguistic and Professional Choices of Black Faculty in U.S. Higher Education*. Via a mixed-methodological analysis of interviews, linguistic autobiographies, and other data sources, we examine how Black faculty in the language sciences at institutions across the South and beyond navigate their linguistic, professional, and cultural experiences.

Despite calls to increase faculty racial diversity across academia, hiring rates for Black faculty are stagnant and are mostly limited to junior and non-tenured positions (Zamudio-Suarez, 2021). Additionally, linguistic difference is rarely considered in conceptualizations of diversity in U.S. higher education (Urciuoli, 2022), despite language's connections with concepts like race, ethnicity, and culture (e.g., Alim et al., 2016). Broadening participation is a persistent challenge in linguistics in particular, where numbers are so low that few federal agencies comprehensively report data for Black scholars with advanced degrees in the field (see Linguistic Society of America, 2018, p.29).

Thus, though many Black linguists investigate and celebrate Black language varieties from across the diaspora, we are also likely to experience the isolation of solo-status and the discrimination against Black language that is present in academia as it is in society broadly. This can make it challenging to navigate the academy, and the wide dispersion of our small community impacts our ability to learn from each other's experiences.

Our aim is to push back against these trends by providing empirically-based scientific knowledge that facilitates the professional development and retention of Black language scholars, as well as by contributing to sociolinguistic scholarship on Black language, identity, and power.

In this talk, we share insights from *Talking Faculty*'s core topic areas: *linguistic autobiography* (Black faculty members' linguistic autobiographical and autoethnographic experiences), *academic hiring* (discourses around and navigation of the Target of Opportunity processes by which many Black faculty in our field are hired), *life-building* (the practicalities and complexities of faculty life and wellness for Black language scholars), *decolonization* (Black faculty members' collective efforts to decolonize our field), and *leadership* (the processes by which Black faculty in the language sciences take on leadership roles).

Funded by the NSF Build and Broaden 2.0 program, *Talking Faculty*'s content is relevant to Black language scholars and our allies, as well as to audiences across Social, Behavioral, and Economic

Sciences fields with similarly low inclusion rates (e.g., economics, political science; see Beutel & Nelson 2005).

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82

Semantic Shift In Split Ditransitive Alignment in Edo

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Abstract

Ẹdo is a language spoken in southern Nigeria which exhibits an interesting form of split ditransitive argument marking (Haspelmath 2005). The majority of the language exhibits an indirective alignment, where the primary argument P is unmarked, or flagged for accusative case if it is a pronoun, while the recipient R must be marked by a preposition nẹ̀ (Agheyisi 1990). This is the only grammatical argument structure for most verbs, including mù below.

Òzó mù èvbàré nẹ̀ Àtìtí.

Ozo carry.IMPF food for Atiti

'Ozo is bringing food for Atiti.'

A small set of ditransitive verbs, especially but not entirely those belonging to the semantic domain indicating transfer of possession, allow either this alignment or a secundative syntactic alignment, in which the R is fronted to immediately following the verb and left unmarked. In this alignment, the P can remain either unmarked or have an accusative case, if it is a pronoun which declines for case.

Òzó rhiẹ̀ ìbátá nẹ̀ Àtìtí.

Ozo give.IMPF for Atiti

'Ozo is giving shoes to Atiti.'

Òzó rhiẹ̀ Àtìtí ìbátá.

Ozo give.IMPF Atiti shoes

'Ozo is giving Atiti shoes.'

There is also a third possible ditransitive alignment in Edo, a neutral alignment, in which both arguments remain unmarked, being simply listed after the verb. This can obligatorily occur with verbs of speaking or verbs of application (like call or make, as in “call him Atiti”).

Ọ tàmà mwẹ́ òhóghè.

3sg.NOM tell.IMPF 1sg.ACC NMLZ.lie

‘He is telling me lies.’

This spread of all three possible alignment types across various semantic domains is theoretically interesting, especially for the cross linguistically uncommon co-occurence of accusative alignment of argument flagging (the accusative case on P argument pronouns) with the secundative alignment indexing (Haspelmath 2005). Additionally, the set of verbs which can deviate from indirective alignment and remain licit is quite narrow, and difficult to fit into a neat semantic domain. This optional shift in alignment structure does indeed seem to be a diachronic shift, not being represented in as many verbs in older studies (Agheyisi 1990) of Ẹdo but being fully licit in the speech of modern, younger speakers. Ẹdo, being a language from the Global South, remains relatively understudied, and would fit well with the theme of “The Changing South.”

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83

The Changing South: The /ay/ vowel in flux in Charlotte, NC

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Abstract

As arguably the most salient regional speech feature in the American South (Labov et al., 2006), /ay/-monophthongization was already well-documented there a century ago (Johnson, 1928). Its historical origins and development are still not fully understood, however. Phonologically, this phenomenon is favored in pre-voiced (e.g., SIDE) and word-final environments (e.g., SIGH) and is disfavored before voiceless consonants (e.g., SIGHT). Adopting a modular feedforward architecture for phonological structure, Dinkin & Dodsworth (2017) argue that, if /ay/-monophthongization is the trigger for the Southern Shift, then a system in which the /ay/ variants are realized along a gradient phonetic continuum is necessary for the internal development of the Southern Shift as a chain shift. In contrast, a system in which the /ay/ variants are realized as discrete allophones will not trigger the shift. Their evidence of discretely distinguished allophones of /ay/ (offglides) among elderly participants in Raleigh supports the hypothesis that /ay/ glide reduction in North Carolina is the result of geographic diffusion. The current paper presents supporting evidence from Charlotte, North Carolina, a city whose population has grown from 538,000 (1993) to 2.3 million (2023). As the largest city in the southeastern U.S. and the fifth most rapidly-growing American city, Charlotte has also transitioned from an agricultural and textile-based economy to a national center for the energy, biotechnology, and finance industries.

Study findings, based on acoustic and quantitative analysis of normalized apparent time wordlist data (2412 /ay/ tokens) from 98 Charlotte natives, reflect the mix of competing influences on Charlotte speech. MANOVA results on F1/F2 of /ay/ in all three environments at 20% (vowel onset) and 80% of duration (offglide) find no statistically significant correlations with age, gender, education level, or housing cost. Further investigation explains these results by revealing widespread in-group variation. Pillai score comparisons of each pair of allophones at onset and offglide indicate the strongest contrasts at glide offset. Subsequent qualitative comparison of vowel charts at 80% of duration show three distinct patterns of distribution. For Pattern 1 speakers, pre-voiceless offglide tokens are clustered as distinctly separate in the vowel space (n = 25). Pattern 2 speakers demonstrate a gradient phonetic continuum (n = 26); finally, for pattern 3 speakers, the variant offglides mix and overlap with no clear continuum in phonetic space (n = 47). These findings thus display both systems discussed by Dinkin & Dodsworth (2017), suggesting multiple phonologies in the speech of Charlotteans.

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84

Deontic *have to* and *must* in Letters to the Editor in Two World Englishes

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Abstract

The trajectory of declining modal usage in English since the mid-20th century and accompanying increased use of semi-modals includes a drop in the usage of must in favor of have to, which is now being analyzed in World Englishes by researchers such as Loureiro-Porto (2016), Hansen (2018), and Herat (2015). Focusing on deontic occurrences, the current study examines this phenomenon in a 2016 corpus of letters to the editor (LTEs) published in a Sri Lankan and a Kenyan national newspaper. Preliminary results indicate that Herat's finding, across eight spoken and written genres, that have to occurs more than must in Sri Lankan English is replicated in the LTEs. In the Kenyan letters, on the other hand, must occurs much more often than have to, confirming findings by Collins (2013), inter alia, that Kenyan English is more conservative with regard to this trend.

The overall frequency of deontic modality measured as must and have to combined is also strikingly different, at over three per thousand for Kenyan English but about half that for Sri Lankan English. However, an interesting similarity appears when the rhetorical purposes related to the genre are examined. Must tends to be used to call for something the writer wants to happen, e.g. We must be ready to rise up for our country, where have to occurs more in explanation, description, or narration. Further, earlier findings in research that the choice of modal or semi-modal is linked to grammatical subject is borne out, but with the difference that, as the example above illustrates, both must and have to occur relatively often with first person plural subjects. We interpret these findings as corroborating Hansen's premise that, in interdependent cultures, stating obligations is at least as much a means of strengthening connectedness and demonstrating caring as it is an attempt at imposition.

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85

Theorizing Language in Miami: Superdiversity, Language Change, and New Dialect Formation

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Abstract

On linguistic grounds, South Florida constitutes a unique space in the geographic South, with a highly distinctive cultural and sociodemographic trajectory (Carter & Lynch 2017). Over the past four decades, Miami, the region's largest metropolitan area, was transformed from a relatively small and principally Anglophone city into one of the most dynamic global cities of the Americas, with a majority Hispanic/Latinx, foreign-born population (US Census 2020). Miami's globalization has been concomitant with rapid sociolinguistic diversification, creating a condition of Spanish-speaking 'superdiversity,' i.e. "a dynamic interplay of variables among an increased number of new, small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants" (Vertovec 2007, 1024). At the same time, and alongside the superdiversification of Spanish, the English language scene has similarly diversified, though on a different scale of magnitude and along a different temporal trajectory. These trajectories, though in some senses independent from one another, are also intertwined through the complex patterns of societal and individual bilingualism unfolding in South Florida. In this talk, we hope to draw some conclusions about the multiple and overlapping linguistic situations unfolding in Miami and to answer such questions as:

1. Why are we able to identify a Miami English (Carter, López Valdez, & Sims 2020; Carter & D'Allesandro Merii 2023) resulting from the situation of bilingualism in South Florida but not a Miami Spanish?
2. How does the superdiversity of Spanish in Miami shape expectations about the use and maintenance of both languages and lead to linguistic outcomes related to dialect contact and levelling?
3. How does the national and global hegemony of English condition the maintenance and erosion of Spanish in Miami (Lynch 2022; Callesano & Carter 2023) and how does this trajectory then influence the shape of English in Miami Latinx communities?

To answer these questions, we review the findings of various sociolinguistic studies that we have carried out in Miami over the past decade, placing them in the broader context of the political and economic conditions shaping the movement of bodies and languages in and through Miami. We draw some comparisons between South Florida and other areas of the US South where Spanish-speaking migration has also transformed the sociolinguistic terrain in vital ways over the past several decades, noting how the case of Miami may in some regards serve to inform research in other urban areas across the South.

86

Examining language shift and loss of local knowledge systems among African Americans in Southeast Georgia

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Abstract

Over the past six decades, linguists and anthropologists have devoted much attention to African American speech events and speech acts—from woofing, shucking and jiving, and playing the dozens; to signifying, reading, and smart talk; to (in)directness, loud-talking, marking, and instigating (Abrahams 1962, 1972, 1976; Mitchell-Kernan 1971, 1972; Smitherman 1977,1986, 2000a, 2000b; Baugh 1983; Spears 1982, 1990, 1998, 2001; Troutman 1996, 2001; Morgan 1991, 1996, 2002). Despite this extensive focus on speech events, relatively little research has investigated the cultural knowledge encoded in these linguistic practices together with their phenomenological effects. For many African Americans in Southeast Georgia (and in other communities in the United States), there is a widespread belief in the 'power of the tongue,' such that it is possible to speak things into existence. The high value placed on the power of language in these communities is reflected in verbal and social rituals that make extensive use of codified linguistic practices and oral traditions in which cultural knowledge can be found. Examining the cultural knowledge encoded in these linguistic practices together with the role of language in managing relationships between speakers offers insight into the reflexive nature of language and culture, namely, how culture is reflected in language and how language practices can serve to constitute culture. This paper explores language ideologies, linguistic-cultural practices, and language shift among African Americans in Southeast Georgia in order to understand how these communities adapt culturally and linguistically in the face of ongoing societal changes. An analysis of several linguistic practices, their phenomenological effects, and the metatalk about these practices provides a view of the linguistic ideologies of African Americans in Georgia, particularly their belief in the healing power of language, and shows how knowledge of these linguistic practices are used to define and negotiate aspects of their identity in relation to others. My findings further reveal a generational break in the chain of cultural continuity, resulting in a loss of cultural knowledge and a loss of the language used to talk about and perform some of these speech events. Moreover, this research highlights the significance of a coastal/inland split found in the use of some of these speech events, which reflects a cultural and linguistic distinction among African Americans who have historically resided in the respective areas—the coast, associated with speakers of Gullah Geechee, and the inland, associated with speakers of African American English.

87

Discourses in DEI: Examining linguistics as a vehicle outside of the field

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Abstract

This project examines the state of linguistics as a field in relation to DEI in higher education. The continued growth of Diversity, Equity, and Inclusion (DEI) in higher education heavily focuses on practices and policies as they relate to fields of education, race, culture, and similar fields. Seldom, however, is there a conversation about the role of linguistics as it relates to DEI. As a field that had once historically privileged white and Eurocentric norms, linguistics continually grows to consider the critical relationship between linguistics and race within the field, in particular (see Charity Hudley et al., 2018, 2020).

Yet it is equally important to consider the inverse - that is, the relationship of race and linguistics outside of the field. As three doctoral students with a shared interest in race in higher education, we conduct a comparative linguistic meta-synthesis of DEI literature and linguistics. We first define our field of interest as DEI in higher education. We use defined search terms that yield any discussion of linguistics in higher education DEI. We will also note the journals in which these discussions take place (i.e., peer-reviewed, non-peer-reviewed). We ultimately employ linguistic analytical techniques to qualitatively code major themes among the literature that does exist. We argue the need for more DEI scholarship that emboldens linguistics as a vehicle toward equity. Findings will inform a larger project, part of an already existing NSF Build and Broaden Grant, that bridges conversations about inequities within linguistics and within DEI, particularly as they relate to BIPOC faculty.

88

Old School Java: Preparing Coffee in the Gulf States

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Abstract

Old School Java: Preparing Coffee in the Gulf States

From its earliest component (the Linguistic Atlas of New England) to its latest (the Linguistic Atlas of the Western States), the Linguistic Atlas Project (LAP) has always included a prompt for coffee in the Food domain of its worksheets, sometimes in isolation and sometimes embedded in the phrase make some coffee. The results of this questioning are datasets comprising lexical and phonetic realizations of "a hot beverage often consumed at breakfast," as well as a range of verbs that were used to complete the phrase, such as boil, brew, make, and perk me, throughout the United States and Canada.

Following the lead of other LAP components, a prompt for make some coffee was included in the worksheets for the Linguistic Atlas of the Gulf States (LAGS; Pederson, McDaniel, & Adams 1986-98). However, the LAGS worksheets also mandated that once fieldworkers elicited the phrase that they then pose a follow-up question to their informants: "How is the coffee prepared?" While generally resulting in relatively brief discussions of the process, the question also allowed informants a respite from naming questions to talk about an activity, which, as it happens, changed somewhat extensively over the course of the 20th century. The informants' answers provide evidence of these cultural changes, but the somewhat longer, and relatively unrestrained, nature of these responses also include phonetic and grammatical variation that may have not been collected otherwise.

Many of the nouns, verbs, and phrases recorded in response to the questions of variation in coffee and how it is prepared in the LAGS collection are presented in Pederson et al. (1986-1993), as well as in the LAGS Concordance, but only as lists of terms culled from responses to the prompts. This study seeks to give greater life to these lists by analyzing all the LAGS audio records that include responses to these prompts, and in doing so, provide a better understanding of the story of coffee in the Deep South.

Pederson, Lee, Susan L. McDaniel, and Carol M. Adams, eds. 1986-93. Linguistic Atlas of the Gulf States, 7 vols. Athens: University of Georgia Press.

89

Negative Markers as Manifestations in Negation and Yes-No Question Formation in Min Nan

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Abstract

This study aims to analyze the use of negative markers in both sentences and yes-no questions in Min Nan. Chappell (2016) describes Min Nan as having nine primary negative markers, with the addition of two additional negative imperatives. According to Crossland (1998), the negative markers m, bo, and bue also appear as question-final negatives in VP-Neg question formation. This paper also posits that there are two main question composition patterns: V-Neg and Adv-VP, which Crosland claims are mutually exclusive in various dialects. We conducted multiple elicitation sessions with a native speaker of Min Nan to explore the usage of negative markers in sentences, commands, and questions. The study found evidence for only a subset of these negative markers (m, bo, mai, boai, be, bue, (m)bian, m tang, and m eng), indicating that some shift in distribution, meaning, and assimilation has occurred among the markers In terms of yes-no question formation, we found that m no longer appeared as a question-final negative. These findings suggest that the perfective negative bo has replaced m as this dialect's general negative marker. Additionally, bo is not always paired with its corresponding auxiliary affirmative modal, u, and can be paired with other modals such as e, which typically corresponds to the negative of possibility bue. Our consultant additionally uses both the VP-Neg and Adv-VP constructions and does so interchangeably. The absence of negative markers, as well as the fact that bo has become the dominant negative marker in yes-no questions regardless of modality, suggests a simplification of negative markers throughout Min Nan, especially amongst those that belong to similar semantic categories. Our work indicates that modern research into Min Nan negative markers and question formation is necessary for an accurate representation of their grammatical functions.