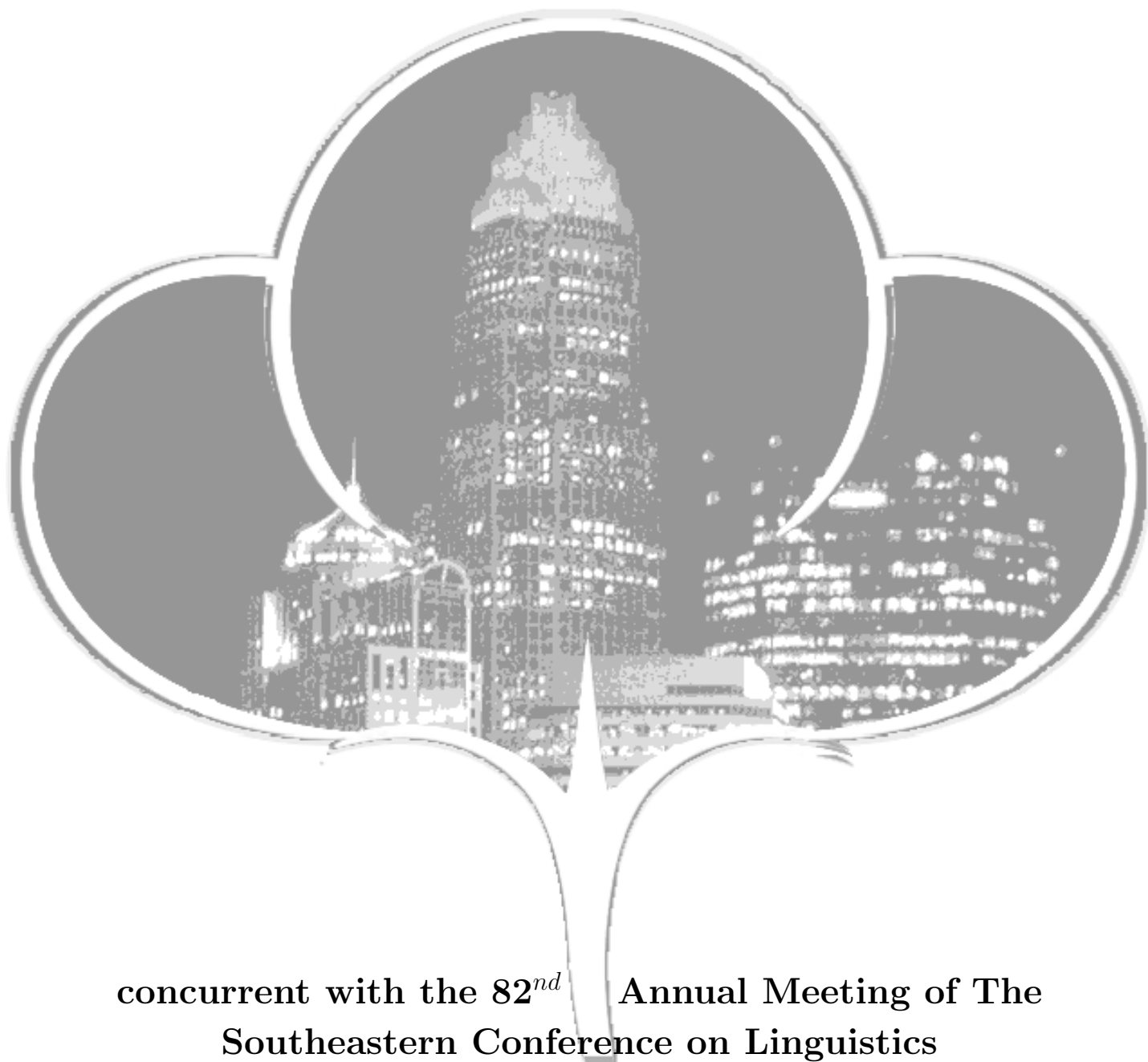# Language Variety in the South IV: The New South

concurrent with the **82**[nd] **Annual Meeting of The Southeastern Conference on Linguistics**

April 9-11, 2015

North Carolina State University

Raleigh, NC

Contents

Welcome to LAVIS IV & SECOL 82

Our conference theme, *The New South*, highlights the changing Southern landscape. Economic growth, rising ethnic diversity, and an ever-changing set of cultural identities and stances offer new questions and new challenges for the study of language variation and change. NC State is proud to host this joint conference in downtown Raleigh, a vibrant but cozy space that embraces New Southern culture while holding fast to its longstanding charms such as its architecture (check out the houses on Blount St.!), its cuisine (try the Eastern-style bbq!), and parks that historically attracted visitors from across the state.

Like their predecessors, LAVIS IV and SECOL 82 will showcase the state of linguistic research in the southeastern U.S. via topics including language and ethnicity, recent and longstanding immigrant groups in the South, American Indian languages, language and identity, language and law, urban and rural dialects, and linguistic pedagogy. Together, these conferences ask what the South can tell us about language, and what linguistic variation can tell us about the South, old and new.

Schedule of Events

	LAVIS - Capital D	SECOL - Capital C	SECOL - Capital B
Thursday, April 9	**Identity**	**Louisiana**	**Syntax**
Session 1	Session Chair: Elaine Chun	Session Chair: Michael Picone	Session Chair: Rafael Orozco
12:00-12:30PM	Barbara Johnstone: Enregistering Speech with Identity in the New South (page 25)	Miranda Axworthy, Nicole Fitchett, Jack Martin, Tyler McPhillips, Michael Monaco, & John Shuey: Skyping to the field: A New Take on a Field Methods Course (page 34)	Aarnes Gudmestad: A Cross-Dialectal Analysis of Variable Mood Use in Spanish (page 47)
12:30-1:00PM		Tamara Lindner: Franco-Jeunes and Non-Franco-Jeunes: Perspectives on Language and Culture in South Louisiana (page 57)	Jennimaria Palomaki: A Phase-Based Account of Long Distance Binding in Finnish (page 63)
1:00-1:30PM	Becky Childs: Language and Internet in the New South (page 20)	Lauren Colomb: A Preliminary Exploration of Language, Race, and Local Identity in New Orleans (page 42)	Chad Davis & Seth Wilson: Passive Unaccusatives in L2 English Essays from L1 Korean and L1 Chinese Speaker Essays (page 44)
1:30-2:00PM	Catherine Evans Davies: Performing Southernness in Country Music (page 22)	Claiborne Rice & Wilbur Bennett: Competing Maps of Local Dialect Areas: Cajun English (page 66)	Ralf Thiede: Your Brain on Story (page 72)
2:00-2:30PM	**Break - Capital A**		
	Appalachian English	**Language Contact & Phonetics**	**Linguistics & Pedagogy**
Session 2	Session Chair: Bridget Anderson	Session Chair: Felice Coles	Session Chair: Kristin Brown
2:30-3:00PM	Michael Montgomery: The Appalachian Border as the Locus for New Dialect Formation: A Test Case with Respect to Aspect (page 29)	Kristen Mullen: A Cross-Generational Analysis of Spanish-to-English Calques in Emerging Miami English (page 61)	~~David Marlow: Linguistics Online: On Delivering Linguistic Courses via Distance Education~~ – Canceled due to family emergency
3:00-3:30PM		Rafael Orozco: Spanish in the United States: Language Contact vs. Dialect Convergence (page 62)	Benjamin Torbert: Using Literature and Song to Teach Linguistic Syntax II (page 74)
3:30-4:00PM	Allison Burkette: The Interaction of Linguistics and Object-Based Stancetaking in Appalachian Interviews (page 17)	Irinia Shport: Perceptual Mapping Between Vietnames Lexical Tones and English Intonational Patterns (page 68)	Jeanne Bissonnette, Jessica Hatcher, Jeffrey Reaser, & Amanda Godley: Regional Differences in Pre-service ELA Teachers' Responses to Critical Language Pedagogies (page 36)

	LAVIS - Capital D	SECOL - Capital C	SECOL - Capital B
4:00-4:30PM	Paul Reed: Appalachia, Monopthongization, and Intonation: Rethinking Tradition (page 31)	Lydda López & Nandi Sims: Spanish Substrate Influence on Miami Latino English: An Extension (page 57)	May Chung: Teaching Language Variation to Chinese Teachers of English (page 40)
4:30-5:00PM		Karen Burdette: Welsh Consonant Mutations and Spanish Consonant Allophones: Are There Similarities? (page 38)	Justin White Frequency of Input: An Analysis of the Micro Level of Learning Italian (page 76)
5:00-7:00PM	**Dinner on your own**		
7:00-8:30PM	**Opening Plenary - Capital D/C**		
	Opening Remarks: Dr. Jeffrey Braden		
	Dean of Humanities and Social Sciences at NC State		
	Reflections of LAVIS History, Michael Montgomery		
	Dennis R. Preston: [ˈsʌðɚ·n], [ˈsʌðən], [ˈsʌðɹən], [sã̃ːn], etc...: What we/they think/thought it is/was/will be (page 31)		
8:30-10:00PM	**Opening Reception with light hors d'oeuvres - Capital Ballroom [floor 20]**		

	LAVIS - Capital D	SECOL - Capital C	SECOL - Capital B
Friday, April 10	**Spanish & Latino English**	**Linguistics & Literature**	**Acquisition & Phonetics**
Session 3	Session Chair: Mary Kohn	Session Chair: Connie Eble	Session Chair: Irina Shport
8:00-8:30AM		Jonathan Inscoe: Kansai-ben and the New South: Ethics of SAE Translation in Japanese Media (page 52)	Joseph Stanley: Brother Bell's Audience Types: Forms of Address among Latter-day Saint Young Adults (page 70)
8:30-9:00AM	Erik R. Thomas: What a Swarm of Variables Tells Us about the Formation of Mexican American English (page 32)	Jo Tyler: "A Plain Wrapper Over a Five-Pound Lie": Characterizing a Black Pulp Hero Through Code-Switching (page 75)	Lisa Sprowls: Second-dialect Acquisition in Southwestern Pennsylvania (page 70)
9:00-9:30AM		Ralf Thiede & Kristin Brown: Colonial Shadows: Two Creole Bible Translations (page 73)	Emily Moeng: Acquiring Phonemes: What Distributional Info Do Infants Receive in Child-directed Speech? (page 60)
9:30-10:00AM	Phillip Carter: Perceiving Miami in English and Spanish (page 18)	Cadwell Turnbull: "I HATE Colloquial Verse": Examining Vernacular Third Person and Naturalized Elitist Ideologies in Fiction (page 75)	Kirk Hazen, Jordan Lovejoy, Margery Webb, Emily Vandevender, & Kiersten Woods: The Sociophonetics of Z Devoicing (page **??**)
10:00-10:30AM	Jim Michnowicz: Spanish-English Contact in North Carolina: Different Variables, Different Trajectories (page 28)	Yanmin Bao: Very Different, Really Good: A Comparison of the Use of Intensifiers Very (page 35) and Really	Jason McLarty Intonation Variation in the South (page 58)
10:30-11:00AM	**Break - Capital A**		

	LAVIS - Capital D	SECOL - Capital C	SECOL - Capital B
Friday, April 10	**Recent Immigrants in the South**	**Appalachian English**	**Perception**
Session 4	Session Chair: Phillip Carter	Session Chair: Allison Burkette	Session Chair: Dennis Preston
11:00-11:30PM	Elaine Chun: "She Be Acting Like She's Black": Ideologies of Language and Blackness Among Korean American Female Youth in Texas (page 20)	Abbey Thomas: Giving Directions in an Appalachian Community (page 73)	Angela Tramontelli: Changes in Latitudes, Changes in Attitudes: Perceptual Dialectology in Michigan (page 74)
11:30-12:00PM		J. Daniel Hasty, Becky Childs, & Gerard Van Herk: Surveying the Linguistic Terrain: Utilizing Surveys Near and Far (page 48)	Benjamin Jones: Perceiving New England: An Examination of Dialect (page 53)
12:00-12:30PM	Agnes Bolonyai: "Where are You from?": Immigrant Stories of Accent, Belonging, and 'Other' Experiences in the South (page 16)	Kirk Hazen, Kiersten Woods, Jordan Lovejoy, & Emily Vandevender: An/A in Appalachia (page 49)	Alicia Cipria: Whose Spanish? The Term "Neutral Spanish" and its Use in Media Production in the US (page 41)
12:30-1:00PM	Luciana Fellin: The New Italians of the South (page 24)	Timothy Alford: Albertville English: An Appalachian Variety (page 34)	Rafael Orozco & Dorian Dorado: Perceptual Attitudes towards Spanish in the New South (page 62)
1:00-2:30PM	**Lunch on your own (closed SECOL Board meeting)**		
	1:15-2:15 Board Room [Floor 20])		
	Linguistic Outreach & Engagement	**Coalition on Appalachian Language Panel**	**Identity**
Session 5	Session Chair: Walt Wolfram	Session Organizer: Jennifer Cramer	Session Chair: Claiborne Rice
2:30-3:00PM	Kirk Hazen: From Community Engagement to Public Outreach: Historical Analysis and Future Goals (page 25)	Anita Puckett: Speech and the (Re)Construction of Identity in Appalachian Local Government Public Address Events (page 64)	Nola Stephens: Ungodly Language Attitudes: Teaching Linguistics in the Shadow of the Tower of Babel (page 71)
3:00-3:30PM		Brooke Parker, J. Daniel Hasty, & Becky Childs: Surveying the New Appalachia: Change, Perception, and Influence (page 64)	Kim Lilienthal: Stancetaking in International Service Learning Reflection: A Discursive Model of Assessment (page 56)
3:30-4:00PM	Bridget Anderson: Applied Sociophonetics in Forensic Linguistic Casework Involving Voice Comparison and Speaker Profiling (page 16)	Jennifer Cramer: Country vs. 'Country': Using Punctuation to Mediate Negative Perceptions in Labeling Appalachian (page 43)	Kellam Barta: We Just Decided To (page 35)

	LAVIS - Capital D	SECOL - Capital C	SECOL - Capital B
4:00-4:30PM	Anne H. Charity Hudley & Christine Mallinson: From Opportunity Gaps to Progressive Partnerships: Interdisciplinary Models of Sociolinguistic Justice in the New South (page 19)	Michelle Compton: The Effects of a New Method of Instruction on the Perception of Appalachian English (page 43)	Phillip M. Carter, Lydda López, & Nandi Sims: Talk about Talk: Metalinguistic Commentary on Multilingual Miami (page 39)
4:30-5:00PM	Break - Capital A		
	First Language Viewing & Response	South Atlantic American Dialect Society Panel: Linguistic Corpora for Advancing the Study of Southern American Englishes	Ethnicity & Identity
Session 6		Session Organizer: Michael Montgomery	Session Chair: Sonja Lanehart
5:00-5:30PM	*First Language: The Race to Save Cherokee* Documentary Screening	Lucia Siebers: Studying Language Variation in the Antebellum South: The Corpus of Older African American Speakers (page 69)	Janice Jake & Carol Myers-Scotton: Grammatical Features of Xhosa-English Codeswitching (page 52)
5:30-6:00PM		Michael Ellis & Michael Montgomery: Mapping Southern American English, 1861-1865 (page 45)	Brooke Wallig: Turn Down For What? Exploration and Analysis of the Functions of English in Korean Hip-Hop (page 76)
6:00-6:30PM	Response and Discussion Led by Chris Koops, Hartwell Francis, Neal Hutcheson, & Danica Cullinan	Kirk Hazen: Creating a Language Corpus for Long Term Success (page 49)	María-Isabel Martínez-Mira: Ethnicity, Identity Labels, and Spanish Fluency: Does Speaking Spanish Make Hispanics more 'Hispanic'? (page 58)
6:30-7:00PM		Michael Montgomery: Appalachian Englishes in Their Sub-Regional Contexts (page 61)	Felice Coles: Commodifying the Preservation of Isleño Spanish (page 41)
	Dinner/Evening on your own		
9:00-11:00PM	Student Mixer at The Raleigh Times Bar 14 E Hargett St, Raleigh, NC 27601 18+, ID Required		

	LAVIS - Capital D	SECOL - Capital C	SECOL - Capital B
Saturday, April 11	**Louisiana French & English**	**Identity & Perception**	**Southern Vowels**
Session 7	Session Chair: Gillian Sankoff	Session Chair: Ben Torbert	Session Chair: Bill Labov
8:30-9:00AM	Michael Picone: Language and Dialect in Louisiana, The State of the Research (page 30)	~~Boyd Davis & Rebecca Roeder: Mrs. Guthery is Polite: Demographically-affected Changes in Perceptions Eighteen Years Apart (page 44)~~	Tyler Kendall & Valerie Fridland: Southern Shiftiness: Intra-Regional Variability in Vowel Production and Perception Across the South (page 54)
9:00-9:30AM		Amy Hemmeter: Creating Gender-neutral Stimuli (page 51)	Charlie Farrington, Tyler Kendall, & Valerie Fridland: The Dynamic South: Inherent Spectal Change in the Southern Vowel Shift (page 46)
9:30-10:00AM	Nathalie Dajko: The Continuing Importance of French in Louisiana (page 22)	Mary B. Zeigler: Hey, You Guys!: The Divided Mind of the New American South (page 77)	Kelly Millard: The Absence of the Pin-Pen Merger in Miami (page 59)
10:00-10:30AM	Katie Carmichael: R-lessness in Cajun English and New Orleans English (page 18)	Brianna Teague & Jeffrey Reaser: Linguistic Localness, Distance, and Network through North Carolina Toponym Pronunciations (page 71)	Kaitlyn Lee: Transition Zones: A Study of /ai/ Monopthongization in Owensboro,KY & Evansville, IN (page 55)
10:30-11:00AM	**Break - Capital A**		
	African American English	**South Asian Languages**	**Applied Linguistics**
Session 8	Session Chair: Mary Zeigler	Session Chair: Ralf Thiede	Session Chair: Antonio Reyes
11:00-11:30AM	Tracey Weldon: Sounding Black: Labeling and Perceptions of African American Voices on Southern College Campuses (page 33)	Jen Boehm, Emily Moeng, & Amy Reynolds: Modeling English Phonological Structures: A Case Study of Frequency Effects in S'gaw Karen Speakers (page 38)	~~Angela Tramontelli & Mary Kate Hedrick: 'Yay' or 'Neigh': A Pragmatics-Based Approach to Body Language in Natural Horsemanship and Equine-assisted Psychotherapy~~
11:30-12:00PM		Amy Reynolds Karen English: Coronal Stop Deletion in a New American Southern Language Community (page 65)	Scott Kiesling, Jacob Eisenstein, James Fitzpatrick, & Umashanthi Pavalanathan: The Development of a Stance Annotation Scheme: Lessons for Computational Linguistics and Sociolinguists (page 54)
12:00-12:30PM	Patricia Cukor-Avila: Growing INTO and IN African American English (page 21)	Jen Boehm: An Acoustic Dialectal Analysis of S'gaw Karen in North Carolina (page 37)	Natalie Schilling & Alexandria Marsters: Applying Sociolinguistic Findings to Forensic Contexts and Forensic Data to Sociolinguistic Issues: The Case of the Unexpected Southern Accent (page 67)

	LAVIS - Capital D	SECOL - Capital C	SECOL - Capital B
12:30-1:00PM	Sonja Lanehart: Black Is, Black Isn't: Perceptions of Language and Blackness (page 28)	Bree Smith: Numeral Classifiers in Lao (page 69)	Thomas R. Sawallis: Shakespearean Original Pronunciation Performance in Choral Contexts: A Case Report (page 67)
1:00-2:30PM	**Lunch on your own (Open SECOL Business Meeting - Capital B**		
Saturday, April 11	**The Urban South**	**American Indian Languages**	**Language Ideology**
Session 9	Session Chair: Erik Thomas	Session Chair: Jack Martin	Session Chair: Catherine Davies
2:30-3:00PM	Bill Labov: The Phonology of the Urban South: an Overview (page 27)	Eleanor Feltner: The Noncanonical Characteristics of Chippewa (page 47)	Erin L. Berry: The Linguistic Presentation of Self in Social Media Environments: A Pilot Study of Black Millenial Students at a Historically Black University (page 36)
3:00-3:30PM		Nathan Hardymon: The Shawnee Alignment System: A Lexical Functional Approach (page 48)	Amanda Eads: Lebanese-American in the South: Transition from Diasporic to Hyphenated Identity (page 45)
3:30-4:00PM	Robin Dodsworth: Network Cluster Detection and the Reversal of the Southern Vowel Shift in Raleigh (page 23)	Razia Husain: Exploring the Permissible Use of the Experience Past and Non-Experience Past Suffixes in Cherokee (page 51)	Salvatore Callesano & Phillip M. Carter: Perceptions of Spanish and English in Miami: The Implicit Association Test (page 39)
4:00-4:30PM	Mary Kohn: (De)Segregation: The Impact of De-Facto and De-Jure Segregation on African American English in the New South (page 26)	~~Ramon Escamilla: Mirativity in Hupa (California Dene)~~	Antonio Reyes: Emotions and Illusions in Online Language Ideological Debates (page 65)
4:30-5:00PM	**Break - Capital A**		
5:00-6:30PM	**Closing Plenary - Capital D/C**		
	William A. Kretzschmar, Jr.: LAVIS: Where Are You Going, Where Have You Been? (page 27)		
7:00-10:00PM	**Reception with heavy hors d'oeuvres and music by** *The Midatlantic* Capital Ballroom [floor 20]		

Restaurant Guide

A **Second Empire Restaurant and Tavern** ($$$)

- Traditional American Fare
- 4.5 star rating
- 330 Hillsborough St. (next door to conference hotel)

B **Flying Saucer Draught Emporium** ($$)

- Traditional American/Pub/German
- 4 star rating
- 328 W. Morgan Street (0.1 miles)

C **The Borough** ($$)

- New American Fare/Bar
- 4 star rating
- 317 West Morgan Street (0.1 miles)

D **State of Beer (new restaurant)** ($$)

- Sandwiches/Beers
- 4.5 star rating
- 401 Hillsborough Street (0.1 miles)

E **The Roast Grill** ($)

- Casual/Hot Dogs
- 4 star rating
- 7 S. West Street (0.1 miles)

F **42nd Street Oyster Bar & Seafood Grill** ($$)

- Seafood
- 4 star rating
- 508 W. Jones Street (0.2 miles)

G **Plates Neighborhood Kitchen** ($$)

- New American Fare
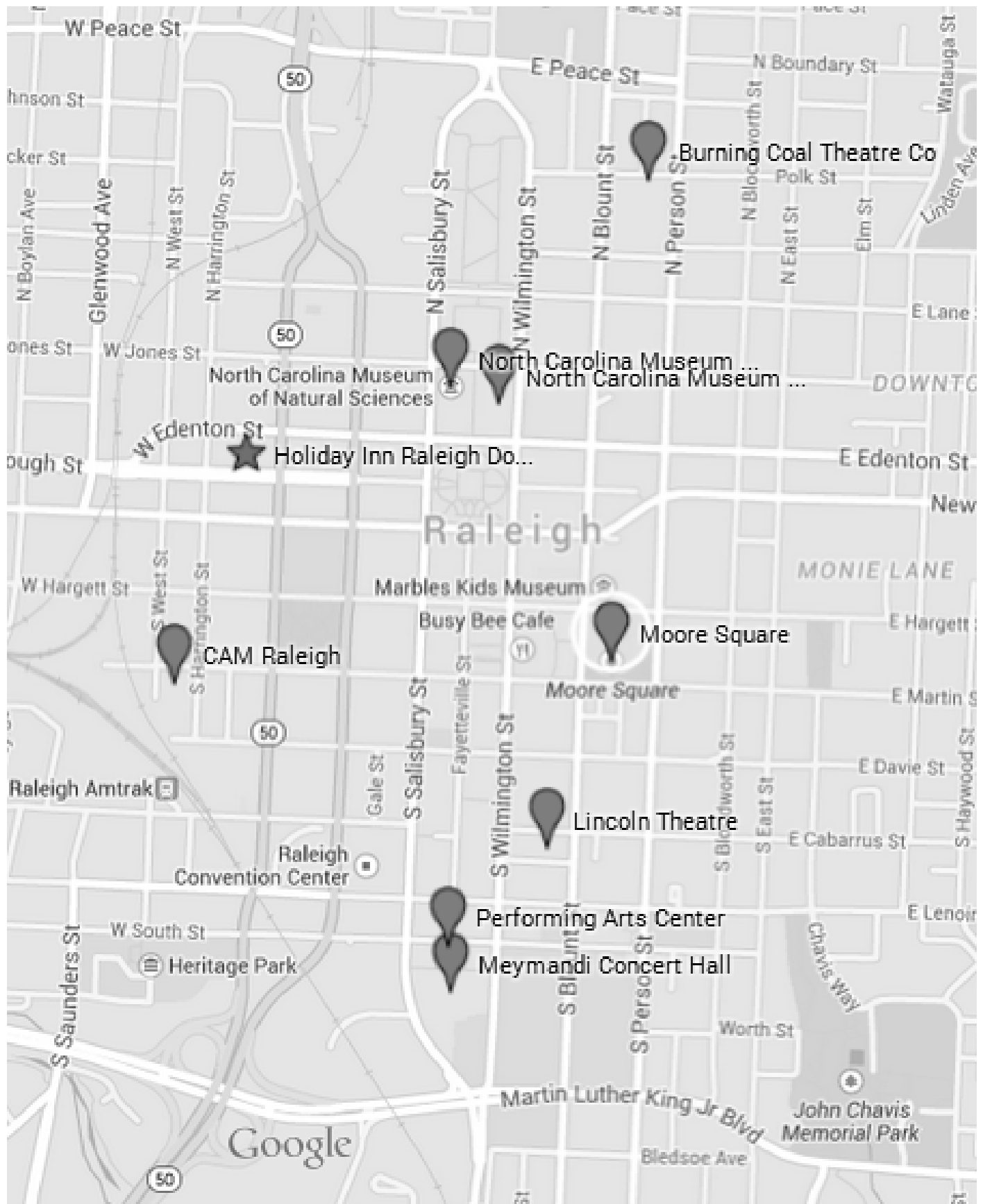- 4 star rating
- 301 Glenwood Avenue (0.3 miles)

H **The Daily Planet Café** ($)

- Café/Breakfast & Brunch/Sandwiches
- 4 star rating
- 121 West Jones Street (0.3 miles)

I **The Pit** ($$)

- Barbecue
- 4 star rating (reservations are highly recommended)
- 328 West Davie Street (0.3)

Entertainment Guide

- ⋆ **Thursday, April 9**th
  - ○ Raleigh Little Theatre "Sleeping Beauty" 7:30pm
  - ○ Arts NC State "The Burial at Thebes, a version of Sophocles' Antigone" 7:30pm
  - ○ 30+1 Anniversary, Contemporary Art Museum Raleigh 5-8pm
  - ○ Burning Coal Theatre "Sunday in the Park with George" 7:30pm at Murphey School Auditorium

- ⋆ **Friday, April 10**th
  - ○ Theatre in the Park "Regrets Only" 7:30pm
  - ○ Raleigh Little Theatre "Sleeping Beauty" 7:30pm
  - ○ Raleigh Health and Fitness Expo 12-6pm
  - ○ Arts NC State "The Burial at Thebes, a version of Sophocles' Antigone" 7:30pm
  - ○ Symphonie Fantastique- North Carolina Symphony Classical Series - Meymandi Hall 8pm
  - ○ Starring North Carolina! Film Series: Teenage Mutant Ninja Turtles (1990) - NC Museum of History 6-8:30pm
  - ○ Poetry Slam with Dasan Ahanu - North Carolina Museum of Art 7pm
  - ○ 5th Annual Last Band Standing at Lincoln Theatre 8pm
  - ○ Burning Coal Theatre "Sunday in the Park with George" 7:30pm at Murphey School Auditorium
  - ○ NCSU Titmus Theatre - "Teatro Hugo & Ines" 8pm

- ⋆ **Saturday, April 11**th
  - ○ NCSU Race4Change (for NC Poverty) Checkin - 8am; Start time - 9am on Centennial Campus
  - ○ 10th Annual World Beer Festival - Moore's Square Park 12-4pm/6-10pm
  - ○ Theatre in the Park "Regrets Only" 7:30pm
  - ○ Raleigh Health and Fitness Expo 9am-5pm
  - ○ Arts NC State "The Burial at Thebes, a version of Sophocles' Antigone 7:30pm
  - ○ Symphonie Fantastique- North Carolina Symphony Classical Series - Meymandi Hall 8pm
  - ○ Carolina Hurricanes v Detroit Red Wings 7pm - PNC Arena
  - ○ Burning Coal Theatre "Sunday in the Park with George" 7:30pm at Murphey School Auditorium
 - ○ NCSU Titmus Theatre "Teatro Hugo & Ines" 8pm

- ⋆ **Sunday, April 12**th
  - ○ Raleigh Rock 'n Roll Marathon - Start Time 7am
  - ○ Raleigh Eurobike 2015 - All day event at the Shops at Seaboard
  - ○ Music of the Carolinas: Alice Gerrard with Laurelyn Dossett and Scott Manning - 3-4pm NC History Museum
  - ○ Burning Coal Theatre "Sunday in the Park with George" 2pm at Murphey School Auditorium
  - ○ NCSU Titmus Theatre "Teatro Hugo & Ines" 4pm
  - ○ Dvorak: Stabat Mater - NC Master Chorale at Meymandi Concert Hall - 3pm, 2pm Free pre-concert lecture

ATMs, Printers, & Other Services
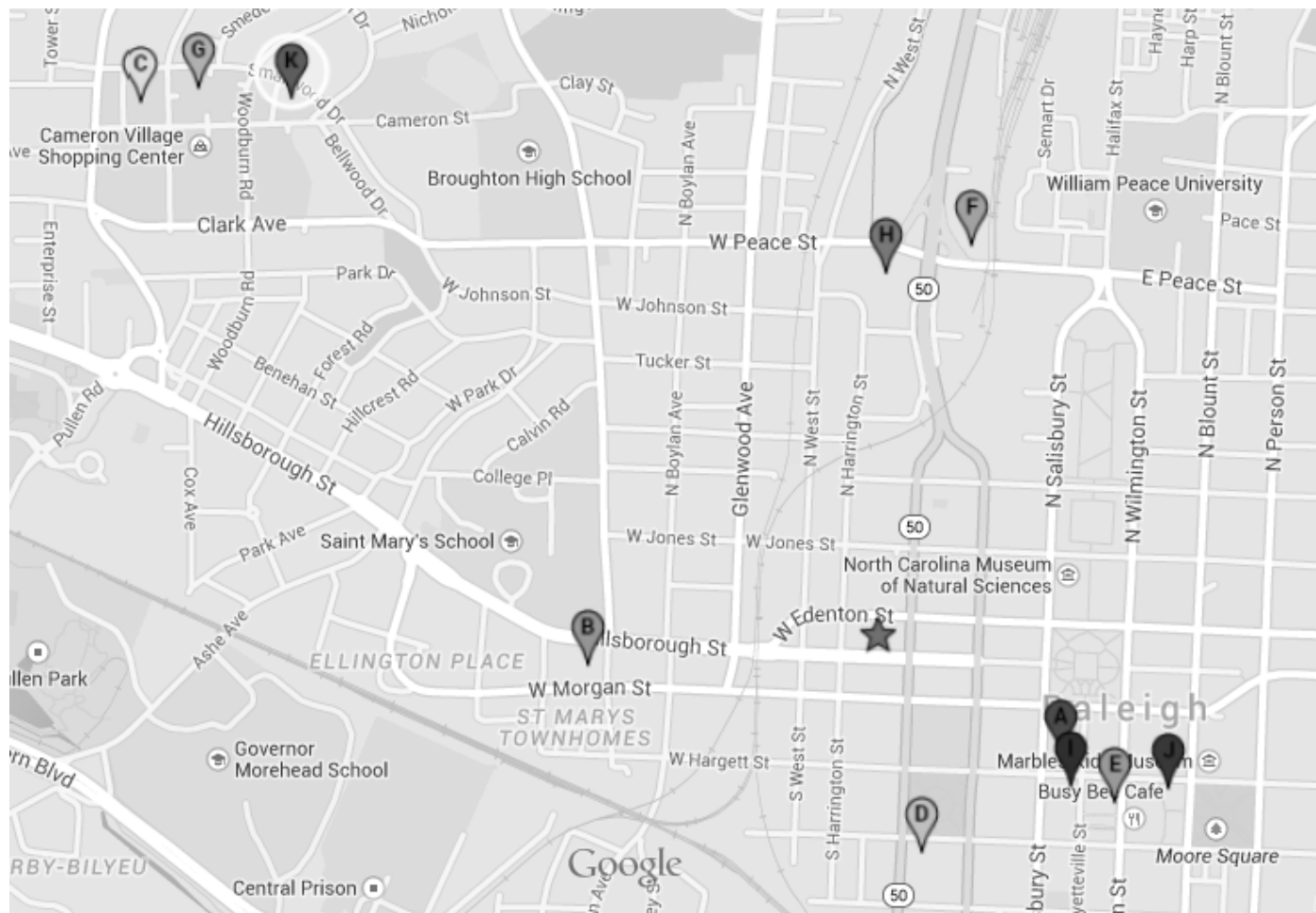
* **ATMs**

  Holiday Inn - Ground Floor of Conference Hotel

  A **Wells Fargo** - 150 Fayetteville Street, Raleigh, NC 27601

  B **State Employee's Credit Union** - 801 Hillsborough Street, Raleigh, NC 27603

  C **Harris Teeter** - 500 Oberlin Road, Raleigh, NC 27605

* **Printing Centers**

  D **Minuteman Press** - 221 West Martin Street, Raleigh, NC 27601

  E **Turner Printing** - 216 South Wilmington Street, Raleigh, NC 27601

* **Dry Cleaners**

  F **Dry Clean City** - 200 West Peace Street, Raleigh, NC 27603

  G **Medlin-Davis Cleaners** - 2021 Smallwood Drive, Raleigh, NC 2760

  H **Rollins' Economy Cleaners** - 407 West Peace Street, Raleigh, NC 27603

  C **Harris Teeter** - 500 Oberlin Road, Raleigh, NC 27605

* **Pharmacies**

  I **CVS Pharmacy** - 200 Fayetteville Street, Raleigh, NC 27601

  J **Hamlin Drug Company** - 126 East Hargett Street, Raleigh, NC 27601

  K **Rite Aid Pharmacy** - 510 Woodburn Road, Raleigh, NC 27605

  C **Harris Teeter** - 500 Oberlin Road, Raleigh, NC 27605

* **Grocery Store**

  C **Harris Teeter** - 500 Oberlin Road, Raleigh, NC 27605

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LAVIS Abstracts

Applied Sociophonetics in Forensic Linguistic Casework Involving Voice Comparisons and Speaker Profiling
Bridget L. Anderson - Old Dominion University (page 4)

Voice comparisons in speaker identification involve the application of acoustic phonetics to recorded speech in criminal investigations. Forensic linguistics involving voice comparisons and speaker profiling are relatively new applications of sociophonetic methods of linguistic analysis in the criminal justice system.

The goal of voice comparison casework is to make a determination as to whether a "known" sample of recorded speech (such as that contained in a police interrogation) is the same as an "unknown" sample of recorded speech (such as that contained in a recorded bomb threat). I employ laboratory-standard acoustic phonetic methods and knowledge of the social and linguistic dimensions of varieties of American English to determine speaker identification. I have been working in this area for the past nine years, and my clients include The United States Secret Service, The Department of Homeland Security, the Department of Justice, local law enforcement agencies from across the country, defense attorneys, and prosecutors. Types of voice comparison cases I have worked on include, for example, identity theft, bomb threats, narcotics investigations, death threats by phone, domestic violence, and attempted murder.

I also work on cases involving more traditional sociolinguistic analysis. For this casework, I analyze language patterning based on regional and ethnic orientation, age, gender, and other social factors that shape language usage, language change, and language variation. One recent case involved the analysis of urban slang.

Although I typically charge a fee for services rendered (though I occasionally take cases "pro bono"), I consider the work to be a form of community outreach. As Olsson (2008: 186) points out, there are still non-linguists involved in the criminal justice system who insist spectrograms are "voice prints" that conclusively show speaker identity. This is absolutely not true and can result in miscarriages of justice. Moreover there are other profound misunderstandings about the nature and patterning of language endemic in the criminal justice system (Coulthard and Johnson 2007; Coulthard and Johnson 2010). Linguists need to seize authority in this newly developing area, both to ensure there are appropriate standards for analysis and to educate those in the criminal justice system as to what linguistics has to offer in criminal investigations involving language.

'Where are you from?': Immigrant stories of accent, belonging, and 'Other' experiences in the South
Agnes Bolonyai - North Carolina State University (page 4)

The impact of movement and mobility on people's lives has hardly been more pervasive than it is under contemporary conditions of migration, transnationalism, and globalization. Global flows of people, resources, and knowledge across time and space have unsettled the 'natural', fixed order of things, giving rise to 'superdiversity' (Vertovec 2007) in societies where linkages of language, place, and identity are increasingly more complex and less predictable (Blommaert 2013). Transnational migrants, whose 'disembedded' selves are seen emblematic of our 'liquid' times (Bauman 2000), are faced with the problematic of belonging every time their foreign accent invites the routine question: 'Where are you from?' Accents are not only a key sociolinguistic resource in the perception of ethnic boundaries (Urciuoli 1995), but also indexical objects available for scrutiny, 'dissection' (Haritaworn 2009), and social evaluation. How does the 'sociologically significant' (Williams 1996) Where are you from? question organize hierarchies of the sociolinguistic and

spatio-temporal order? How do migrants respond to 'dissective' boundary practices of Where are you from? encounters and negotiate the identity politics of (trans)national contact?

This paper explores these questions in the context of people's every day experiences by examining Hungarian American immigrants' personal stories of Where are you from? encounters prompted by their foreign accent while living in Raleigh and the Research Triangle Area, North Carolina. Migrant narratives constitute a key resource for understanding migrant identity formation as embedded within wider social processes (Baynham & De Fina 2005, De Fina 2009, Dong & Blommaert 2009). Hence I focus on transmigrants' Where are you from? narratives as form of social practice whereby struggles over (trans)national identification, (il)legitimate accents or 'voices' of (trans)local belonging in particular time-spaces, or 'chronotopes' (Bakhtin 1981), and indexical orders of otherness are discursively constituted, contested, and reinvented. As a form of creative performance (Goodwin 1990, Koven 2002), personal narratives also reveal what people 'do' through storytelling. Specifically, I examine the ways in which (a) transmigrants are positioned and position themselves and Others in the Where are you from? encounters; (b) place, accent, and time are used as semiotic resources for the construction of migrant subjectivities in discourses of difference/sameness; (c) migrants deploy various identity strategies and social personas in an attempt to navigate tensions of 'dissection'.

Data come from a corpus of 70 hours of recorded conversational interviews over two years with 50 first and second generation Hungarian American immigrants. The interviews were organized as small-group dinner-table conversations during which participants reflected on their life experiences as transmigrants, including Where are you from? encounters.

Drawing on conceptual tools of discourse analysis, the analysis of Where are you from? narratives suggests that despite large-scale processes of globalization and transmigration, isomorphic linkages of place, language, and identity, which are mediated through indexical resources such as the Where are you from? question, continue to play an important role in local processes of social categorization and identification. While the question positions migrants as 'out of place' and unequal Other, the encounters themselves emerge as a performative locus of struggle over mis/unrecognition, authenticity, (il)legitimacy of belonging. In the analysis, I illustrate the diverse discursive means (e.g., quotation, spatialization, deixis, evaluative stance, parody) through which boundaries, hierarchies, and difference are affirmed, negotiated, or contested in situated interactional contexts. The paper shows that Where are you from? narratives are quintessentially heteroglossic, with migrant subjects creatively mobilizing a range of self-oriented identity strategies and social personas (e.g., trickster, impostor, educator, cultural ambassador, victim) that ultimately work to challenge unequal and essentialist structures of belonging.

The Interaction of Linguistic and Object-Based Stancetaking in Appalachian Interviews
Allison Burkette - University Of Mississippi (page 2)

Through repetition and self-identification, linguistic features can become enregistered (Agha 2003), in other words, they can become firmly associated as marking the regional or social identity of a group of speakers. Speakers are thus able to use linguistic features identified as "local" (or "group-associated") to enact a particular stance. DuBois (2007) defines stance as "a public act by a social actor, achieved dialogically through overt communicative means, of simultaneously evaluating objects, positioning subjects (the self and others), and aligning with other subjects with respect to any salient dimension of the sociocultural field" (163).

 Viewed in this manner, a dialect can be defined as a "set of stancetaking choices associated with places and/or associated social identities" (Johnstone 2009: 32). Stance becomes a means by which speakers signal evaluation, positioning and alignment with interlocutors and/or conversation content. So intrinsic to speech is

this kind of identity work, that Kiesling (2009) argues for stancetaking as the primitive of language variation (179), suggesting that "stance provides an explanation of variation that [. . .] goes beyond a mere restatement of correlational patterns" (2009: 190). In fact, as the present study demonstrates, stancetaking can offer explanations for intra-group variation that other social variables (such as age, sex, or education level) cannot.

Elsewhere, I have argued that, in an interview conversation, grammar and content work together as speakers "express opinions, construct selves and enact stances" (Burkette 2013) and I hope to extend that argument here to include non-linguistic elements. Utilizing a combination of quantitative and qualitative techniques, the present study examines the ways in which members of a rural, Blue Ridge community act to mitigate the lack of (perhaps expected) Appalachian English features in their speech with references to physical objects, a strategy that enables them to accomplish Appalachian stancetaking through means other than the use of so-called 'nonstandard' features. Thus, the discussion undertaken here is, in a way, about stancetaking tactics: How does a speaker who, for any number of reasons, wishes to avoid using socially stigmatized grammatical features in a tape-recorded interview work to maintain an Appalachian identity?

The enactment of 'Appalachian insider' stancetaking can be accomplished in many ways, through the use of linguistic features and also through the use of physical props. Preliminary analysis reveals a subtle interplay between the use of grammatical features associated with Appalachian English (e.g. a-prefixing, nonstandard past tense) and the use or mention of physical artifacts (i.e. a Civil War sword, a lock of hair pressed in a Bible, a placemat, etc.) in the enactment of an Appalachian stance. What this analysis suggests is a complex interaction between linguistic choices and other means of stance enactment, in the use of physical objects to construct identity.

R-lessness in Cajun English and New Orleans English
Katie Carmichael - Virginia Tech (page 6)

While r-lessness, or variable deletion of post-vocalic (r), was historically common in Southern U.S. English, over time this feature has receded in the American South—particularly within the speech of White Southerners (Feagin 1990; Labov, Ash and Boberg 2006). Notable exceptions to this pattern are found in Louisiana, where r-lessness has been attested in both Cajun English (Dubois and Horvath 2004; Strand, Wroblewski and Good 2010) and New Orleans English (Schoux Casey 2013; Carmichael 2014). Both dialects are also aberrant within the South in that neither has undergone the Southern Vowel Shift (Labov, Ash and Boberg 2006). Despite the evidence that Louisiana English dialects do not follow patterns throughout the rest of the American South, there has been regrettably little research on these varieties until recent years. The current study seeks to address this dearth in the literature by examining the feature of r-lessness in Cajun English and New Orleans English. The sample for this study consists of Cajun English speakers from Lafourche Parish, Louisiana, and New Orleans English speakers from St. Bernard Parish, Louisiana. Interview data was coded auditorily for (r) and examined statistically for patterning based on both internal and external factors. Previous research on (r) in New Orleans English has shown that r-fulness is on the rise, as in the rest of the South (Schoux Casey 2013; Carmichael 2014). In contrast, there has been no quantitative linguistic study of (r) in Cajun English. Thus the results of this study will inform the status of (r) in Cajun English, while also addressing the relationship between these two Louisiana dialects, in terms of their similarity in patterning of (r). Findings will also be couched within broader linguistic patterns in the American South.

Perceiving Miami in English and Spanish
Phillip M. Carter - Florida International University (page 3)

If we consider Miami to constitute a part of the U.S. South, we must reconcile our understandings of what it means to be Southern and to speak Southern with two empirical realities: (1) Miami is now the most

bilingual major city in North America and (2) Miami is the most dialectally diverse Spanish-speaking city in the world. These realities – set against the backdrop of fading Southern varieties of English – contribute to a sociolinguistic landscape that is additionally complicated by varying degrees of Spanish / English bilingualism among the locally-born, and the cross-generational language shift from Spanish to English taking place throughout the region. In addition, Miami is now the United States' most Latino major city (79%), but also the city with the largest foreign-born population (60%). This socio-demographic situation raises important questions about the socio-cognitive figuration of varieties of English and Spanish in the region.

In this talk, I report on the findings of two ongoing perceptual studies of language in Miami. The first study applies the matched-guise technique, introduced by Lambert et al. (1960), to the study of Spanish/English bilingualism in metropolitan Miami. 180 participants listened to four speakers in two guises (Spanish and English) and rated each on a 7-point Likert-scale for a range of personal characteristics. They then answered hypothetical questions about each speaker's estimated income, profession, and family history. Results show complex interactions between listener ethnicity, language perception, and political ideology. Surprisingly, all participants showed an implicit preference for the English guises for a majority of characteristics. This was true even for Latinos who at the explicit level valued bilingualism.

The second study is a social psychological experiment nested within a perceptual dialectology study conducted among adolescent Spanish / English bilinguals living in the greater Miami area. 300 participants were asked to listen to recordings of Peninsular, Highland Colombian and Cuban voices and to rate each on a 5-point Likert scale for a range of personal characteristics, including physical attractiveness, intelligence, work ethic, friendliness, and trustworthiness. For each voice heard, participants were given some background information about the speaker, including their country of origin. In certain cases, the country of origin label matched the country of origin of the speaker (label: Cuba, speaker: Cuba), but in other cases, the labels and voices were mismatched (label: Cuba, speaker: Mexico). This manipulation allows us to separate assessments of language varieties based in elements of the speech signal (i.e., dialect features) from strictly social information (i.e., national-origin labels). Statistical analysis shows two important effects: 1) a dialect effect, which accounts for significant differences in perceptual rankings across speakers, and 2) a labeling effect, which accounts for the role of incorrectly labeled dialects. Cuban Spanish, the most widely spoken local dialect, was consistently ranked the lowest in terms of bottom-up stimuli, while the Cuban label had a demoting effect when applied to other dialect groups.

From Opportunity Gaps to Progressive Partnerships: Interdisciplinary Models of Sociolinguistic Justice in the New South
Anne H. Charity Hudley[1] & Christine Mallinson[2]
College of William and Mary[1] — The University of Maryland, Baltimore County[2] (page 5)

Through the concerted efforts of sociolinguists, allied scholars, and practitioners, the U.S. South has been the locus of important research that aims to understand the role of language in social inequalities. Some of the most chronic issues that contribute to inequalities in the U.S. are particularly relevant in the South, where poverty remains high, especially among students in schools (Southern Educational Foundation, 2013), and where racial injustices and disparities in the legal system have a long history (Equal Justice Initiative, 2014).

In the pursuit of sociolinguistic justice within a Southern context, we share findings from six major partnerships we have established in order to disseminate relevant linguistic information to leaders in education, educational policy, and the law. In four projects, we have worked with several hundred educators across Virginia and Maryland: first, the Virginia Capstone English Academy (2011-2013), in which secondary English educators design a high school elective to help students develop linguistic skills for college and career readiness; second, the SURN Visible Teaching, Assessment, Learning and Leading (VTALL) (2011-2014) which builds teacher leadership in high-needs schools; third, the Middle Grades Partnership (2009-2013), which brings together public and private school teachers to teach Baltimore City middle school students; and

fourth, in Language Variation in the Classroom workshops with K-12 STEM educators in Maryland and Virginia, in conjunction with our National Science Foundation grant (2011-2014). We also discuss two projects with 300 Southern judges in the state of Florida, through the College of Advanced Judicial Studies (2013) and the Annual Education Program Conference of County Court Judges (2014). These workshops teach judges how linguistic differences can affect courtroom decision-making and provide them with tools and strategies to respond ethically to language variation and to work effectively with diverse courtroom audiences.

Through these initiatives, we illustrate how to build linguistic insight into a comprehensive framework for educational and social change. The positioning of linguistics as a discipline that lies at the intersection of the humanities, social sciences, and STEM sciences provides scholars and practitioners with numerous possibilities for applying sociolinguistic knowledge and insights to address persistent opportunity gaps and social injustices, throughout the South and across the U.S.

Language and Internet in the New South
Becky Childs - Coastal Carolina University (page 2)

Following with the panel theme of enregistered speech in the New South, this paper considers the ways in which the internet and e-communication has helped to bolster Southern English as a variety and a linguistic community. There is no doubt that the internet has helped to increase communication across diverse (geographic) dialect areas and the consequences of this more robust sociolinguistic contact are significant-from the ways it is creating and more importantly recreating what it means to be Southern and to speak Southern English to the widespread transmission of Southern English forms to a broader linguistic audience.

Internet users are inundated daily with various representations of Southern English, and the ways in which they are displayed and interpreted for the audience in these online mediums showcases the linguistic features that Southern English speakers feel best represents the South. In this paper, I will consider several types of internet data and examine the ways in which Southern English is employed in various genres of internet communication. This glimpse at Southern English will take a two pronged approach: First, I will look at more widespread electronic representations of 'authentic' Southern English as represented in a number of internet venues such as online internet quizzes, memes, and online discussion-based forums. In each of these I will consider the ways that the linguistic forms are helping to create or reaffirm enregistered Southern English through not only the use and reference to Southern English forms but also the juxtaposition of the social norms attached to these Southern forms with other social norms of the Northeast or other regions of the United States. In the second part of this paper, I will look closely at linguistic data from internet messenger conversations of Southern English speakers and compare that data to their spoken linguistic data. I will then consider the ways in which mismatches between spoken and written linguistic data force us to consider the linguistic choices and "off the shelf" features that a speaker can employ to either challenge or reinforce their identities, both social and linguistic. Given the widespread nature of Southern English features and stereotypes via these e-mediated contexts, I will then finish with a discussion of the ways in which the internet is now in many ways a hot-bed for linguistic diversity where speakers are identifying not only Southern from non-Southern speech and social attributes but also showcasing the ways in which linguistic features can be recycled and recast to create a new Southern identity.

"She be acting like she's black": Ideologies of language and blackness among Korean American female youth in Texas
Elaine Chun - University of South Carolina (page 4)

In the U.S. South, ethnoracial issues are often discussed within a black-white paradigm. As such, Korean American youth who enter this racial landscape can be expected to culturally orient to either end of this

racial spectrum. If they adopt European American cultural practices, they confirm popular media representations of Asian Americans as "model minority" immigrants who have attained "honorary white" status (Tuan 1998). If they adopt African American cultural forms, they may signal their shared non-white racial status (Chun 2001) as well as uphold the particular cultural value of blackness among U.S. youth generally (Bucholtz 2011). This talk examines how eight Korean American girls in a multiethnic high school in Texas used language to position themselves in relation to local conceptions of race. In my analysis, I consider two types of interactional strategies: explicit stances that the girls take towards racialized individuals and topics (e.g., criticizing white girls, denouncing black slang) as well as implicit stances that they convey through their use of six morpho-syntactic elements potentially linked with blackness (habitual be, neutral third-person singular verb, multiple negation, ain't, the address term girl, and y'all). In addition to exploring how these girls constructed their ethnoracial identities in relational terms, I provide insights into these girls' ideologies of language and race, namely whether and in what way these linguistic elements have ideological links to blackness.

The analysis combines close and broad methods of discourse analysis, examining 150 tokens drawn from ten hours of transcribed interview and conversational data collected during fifteen months of ethnographic fieldwork, and it yields several sociolinguistic observations about language and race in the New South. First, it shows that Korean Americans do not display a single trajectory of ethnoracial identification: some align more strongly with either blackness or whiteness than others, and some align strongly only in particular situations. In some cases, alignments with blackness or whiteness were the product of their friendship groups or family circumstances (e.g., having a white father or a black boyfriend), while in other cases it reflected their momentary evaluation of racialized objects (e.g., dismissing white girls, praising black bodies). Second, it suggests that the ideological status of "black language" in this high school community was hardly unitary: particular elements tended to be more saliently racialized than others, a single element could have varying racialized salience across different moments of discourse, and racialized meanings were often only indirectly conveyed (cf. Ochs 1992). Specifically, the link between language and race was mediated by stances (e.g., emphatic affect), acts (e.g., critique), and social qualities (coolness, moral superiority) that were, in turn, linked to racialized—and sometimes gendered—figures. Finally, this paper illustrates how Korean American ethnoracial identities can be constructed by using racialized linguistic forms that are not distinctively Korean American but still "authenticated" as their own (Bucholtz 2003), and how Korean American language practices can provide important insights about the ideological value of what linguists have called African American English.

Growing INTO and IN African American Vernacular English
Patricia Cukor-Avila - University of North Texas (page 6)

Although a number of qualitative studies in sociolinguistics have provided significant insights into "the linguistic individual," the standard practice in the field has been to aggregate data from individuals by social groups (i.e., socioeconomic class, sex, race, or age) to make inferences about the linguistic behavior of speech communities. The focus on groups rather than individuals is partly a consequence of methodological convenience (often the number of tokens from individuals is too small for definitive conclusions) and partly a result of theoretical considerations. Labov argues that the proper object of study in quantitative sociolinguistics is the speech community rather than the individual because "linguistic analysis cannot recognize individual grammars or phonologies. Individual rules or constraints would have no interpretation and contribute nothing to acts of communication. In this sense, the individual does not exist as a linguistic object (2001: 34)." Likewise, Cukor-Avila and Bailey (2014) point out that language change is about the aggregate linguistic behavior of populations, not about the linguistic choices of individuals. A change in the speech of an individual is not the same thing as a change in the language (or dialect). Recently, however, quantitative studies have explored the linguistic behavior of individuals over time (cf. Cukor-Avila and Bailey 2011; Tagliamonte and Wagner 2014), arguing that accounts of individual variation are valid in the study of variation and change, while at the same time cautioning that the data from these studies should not

be used to make inferences about larger populations. Indeed, Labov (2001) points out that the analysis of individuals is important for understanding the internal composition of social groups, for identifying the leaders of linguistic change, and for examining the comparative uses of linguistic resources made available by the speech community.

This paper revisits the issue of the quantitative analysis of individual variation through a longitudinal case study of five members (roughly four generations) of the same family born between 1913 and 2002. The speakers are African Americans from the Springville, Texas corpus who have all been interviewed multiple times and in various interview contexts over the duration of the 26-year long panel study (1988-2014 and ongoing). The quantitative analysis concentrates on the use of four features among these Springville residents: zero 3rd singular, zero copula, invariant habitual be, and quotative be like and provides an in-depth account of how these speakers grow "into" their individual vernaculars and "in" the vernacular of the community as the community undergoes social and demographic changes over time. The analysis suggests that the linguistic variation documented for speakers in the longitudinal case study parallels the variation that has been documented for the community as a whole, and furthermore, the case study data support the patterns of transmission and diffusion proposed in Cukor-Avila and Bailey (2011).

The Continuing Importance of French in Louisiana
Nathalie Dajko - Tulane University (page 6)

French has been in decline in Louisiana for over a hundred years; in modern New Orleans, only a handful of native French speakers remain, and in rural South Louisiana speakers are nearly all over the age of 50 and likely number only in the tens of thousands. Studies of Louisiana English varieties (e.g. Dubois and Horvath 1998, 2003a,b; Cheramie and Gill 1992; Scott 1992; Cox 1992) show influence from French on phonological, lexical, and syntactic levels, in both rural and urban varieties, though in New Orleans many of the features documented in the past (e.g. in Smith 1996; Aubert-Gex 1983) are now disappearing. Despite this decline, French holds a special place in the imaginations of even non-French speaking Louisianans who, as Eble (2009) notes, may use it for play ("Geaux Saints") or to promote tourism.

This paper examines the symbolic importance that a dying language may have for those who do not speak it. While many Louisiana English speakers are unaware of the effect French may have had on their language beyond the purely lexical, preliminary results from a series of studies suggest that French is still viable in some way beyond play or promotion and in fact continues to play a role in identity formation. In the countryside, a perception exercise and video research on Cajun English shows that speakers often fail to understand that the way they speak English may be of interest to anyone and instead interpret questions about English to be about French. In the city, unusual pronunciations of local landmarks are erroneously attributed to French pronunciations. Finally, a survey on the use of a slang term of French origin within the city of New Orleans shows a willingness to accept even deliberately ungrammatical sentences if they feature a French term that patterns along ethnic and/or neighborhood lines. Preliminary results from these studies suggest that despite the decline (and indeed disappearance) of both French and French-influenced features of Louisiana English varieties, French remains a key element of many native Louisianans' identity.

Performing Southernness in Country Music
Catherine Evans Davies - The University of Alabama (page 2)

Even though vernacular music was performed in rural contexts through the United States, "country music" has been constructed over the past century as a Southern white working-class art form (Malone 2002, Cohen 2014), for which the notion of authenticity has been both central and yet redefined with each generation (Peterson 1997, Jensen 1998). This study tracks the performance of Southernness through dialect from the

origins of country music across five generations and claims that certain features and representations have become iconic and enregistered, creating a situation in which non-Southern speakers must sing with these features or risk being judged as "inauthentic" in a genre that prioritizes authenticity.

This study builds on work on accent in popular music (Trudgill 1983, Gibson 2011) and particularly on an expansion from a purely phonological analysis to one that considers all levels of dialect (Simpson 1999, Coupland 2011, Davies 2014), on work on the dialects of the "founders" of country music, i.e., Jimmie Rodgers and Hank Williams (Wilmuth 1997, Davies 2011), and on work specifically on aspects of the contemporary dialect in country music (Davies 2003, 2005; Lide 2007). Starting with Hank Snow (b. 1914) from Nova Scotia, who revealed in an oral history recorded by the Country Music Hall of Fame archive that he tried to sound "exactly like Jimmie Rodgers," this paper analyses examples across subsequent generations both of native Southern speakers who incorporated a range of Southern dialect features into their lyrics and of non-Southern speakers who have learned to write and sing with a country music register. Features at various levels of dialect that appear to have been iconized are identified as well as discourses that appear to have contributed to the process of enregisterment.

Following Agha (2003), Silverstein (2003), and Johnstone, Andrus, and Danielson (2006), it would appear that the sung dialects of Rodgers and Williams could be conceptualized as a first-order indexical for region and class. In contrast with their constructed stage personas (Rodgers's "singing brakeman" and Williams's "cowboy"), it would appear, from examination of their singing and speech and comparison with LAGS data, that their sung dialect represented their speech. Both of these men also wrote many of their own songs, adding more levels of dialect to the performance of Southernness. Given the classic musical characteristics of the genre (Rogers and Williams 2000, Davies 2014), as country music became increasingly commodified and constructed as "Southern," it is argued that the dialect found in the lyrics and performance took on second-order indexicality as part of the country music style and that accordingly singers who were not native Southern speakers began to imitate it as part of their performance. In the constant redefinition within country music of "authenticity" in relation to the Southern white working class, we no longer find any Rodgers-type railroad man personas (although the cowboy hat has been maintained as essential) but a representation of Southern dialect in the performance of country music appears to have moved to third-order indexicality with increasing commentary on the phenomenon.

Network cluster detection and the reversal of the Southern Vowel Shift in Raleigh
Robin Dodsworth - North Carolina State University (page 7)

Large-scale community studies have often found linguistic changes to be taking hold throughout the entire community, or among a majority ethnic group, despite the fact that most speakers have direct contact with only a small fraction of others (Labov 2010). Uncovering the reason(s) for this community-level uniformity is fundamentally a task for network analysis. Contemporary large sociolinguistic corpora, combined with emerging network methods, offer new opportunities. This paper investigates the social mechanisms by which the Southern Vowel Shift has reversed throughout Raleigh, North Carolina.

In Raleigh as in other Southern cities, industry-motivated migration from the Northern U.S. during the second half of the 20th century led to the gradual adoption of a non-Southern front vowel system (Dodsworth 2013, Dodsworth & Kohn 2012). Acoustic analysis of conversational data from 150 White Raleigh natives, born between 1920 and 1990, shows the pace and direction of change for six elements of the SVS: the five front vowels and /ay/ monophthongization. The reversal began with speakers born around 1950, and for the next 40 years, most speakers resemble those in their age cohort despite socioeconomic and geographic differences. Nevertheless, some interspeaker variability is evident, and all of the vowels show significant differences between white collar and blue collar speakers in mixed effects regression. The social structures underlying the mostly uniform linguistic change are sought via a network-based account of the interspeaker variability: does greater connectedness among speakers lead to greater linguistic uniformity?

Building on recent bipartite network analysis of the Raleigh corpus in which a tie indicates co-attendance at a Raleigh school while growing up (Dodsworth to appear), the current paper employs six community detection algorithms carried out in R. The algorithms identify clusters of speakers in the network based on tie density, controlling for age, thereby enabling the construction of categorical variables related to a speaker's degree of contact with Northern migrants while growing up. All six algorithms show significant differences between clusters of speakers for the vowels /i/, /ɛ/, and /ay/, but not for the other vowels. The pattern is the same in each case: speakers who attended school in a particular neighborhood that was relatively insulated from the Northern migrants retain the Southern variants to a greater extent than their peers. There are no other significant contrasts between clusters. Further, the inclusion of the network variables in the regression models does not render the white collar/blue collar distinction insignificant. Rather, network, occupation, and year of birth show independent effects.

The network results offer some quantitative support for the assumption that scarcity of ties between clusters of speakers correlates with linguistic difference, given the retention of Southern forms in the one outlying Raleigh neighborhood. More prominent, however, is the lack of additional network effects: the other clusters, which have somewhat different membership in each algorithm, show no significant linguistic differences. Even during a period of rapid contact-induced linguistic change, indirect ties can transmit linguistic variables, allowing disparate clusters of speakers in a community to be linguistically similar.

The new Italians of the South
Luciana Fellin - Duke University (page 4)

In the last 30 years the U.S. has witnessed a new wave of Italian immigrants whose socio-economic background, linguistic make-up and sociolinguistic history are notably different from the first wave of Italian immigrants that arrived in the U.S. between the 19th and 20th centuries. Focusing on a group of recent immigrants to the Triangle Area of North Carolina, this talk examines the relationship between old and new immigrant groups in terms of communicative resources, practices and rituals employed in identity work, and the language ideologies they entail. I analyze the performances and displays of symbolic means employed by members of both groups to convey notions of Italianess and their positioning vis á vis each other within an American and transnational context. Drawing from surveys, interviews and participant observation with recording of socially occurring speech, this talk illustrates emerging trends in the changing Italian American landscape and its new Southern chapter.

The vast majority of Italian immigrants of the first waves arrived in the U.S. as monolingual speakers of their regional languages (dialetti) with low levels of literacy, scarce knowledge of the national code Italian, and none of English. As disenfranchised speakers of their dialetti, associated with poverty and lack of education, they embraced the prevailing linguistic ideologies stigmatizing dialetti, and abandoned them in favor of English in a classic three-generational turn. In recent years, however, with increased prestige of Italian culture, and Italians no longer associated with poor immigrants, remnant traits of various dialetti, assembled in an imagined pan-southern style spread by the media, are being appropriated by Italian American youth to index Italian identity.

Whereas immigrants of the first wave rarely spoke the national language, recent immigrants are monolingual Italian speakers, highly educated and proficient in English before arrival. The markedly different sociolinguistic background of the two groups is a backdrop to their differing performances of Italianess and the authentication practices they rely on to legitimize such a construct. The group on which I focus arrived directly in the Triangle Area of North Carolina, an area that lacks an established Italian American community. Thus, their main contact with Italian Americans is through media representations that propose a limited repertoire of parodic characters of boorish working class mores and milieu. The new immigrants, who self identify as "Italian-Italian" differentiate themselves from Italian Americans appealing to notions of

authenticity and distinction that engage with linguistic ideologies and practices, and rituals revolving around food. Authenticity, an ideology created through authenticating social practices (Bucholtz, 2003), in this context relies on material artifacts and symbolic practices that are bound to and exclusive of a place and time: contemporary Italy. They include the display of iconic goods, strict adherence to traditional norms for social rituals, and emphasis of purity in foodstuffs, foodways and language.

Artifacts and practices bound to contemporary Italy are utilized by new immigrants to underscore their difference from established Italian Americans by indexing an authenticity that creates distinction and the value therein associated. My analysis highlights how members of the new wave, while rejecting the homogenizing and parodic image of Italians perpetuated by the media, nonetheless reproduce the media's class-based ideology under the guise of their own distinction and cultural authenticity. Finally, it illustrates the saliency of authenticity as construct for the analysis of identity work and how both material and linguistic labor (Cavenaugh, 2014) contribute to its construction

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From Community Engagement to Public Outreach: Historical Analysis and Future Goals
Kirk Hazen - West Virginia University (page 4)

From Webster's Blue-Backed Speller to the ain't debate of the early 1960s, from the Ebonics firestorm to Weird Al's Word Crimes, opportunities arise where language scholars can reach out to shape public opinion. In sociolinguistics, the tradition of public outreach stretches back nearly 50 years. Based in studies of African American English in Detroit by Shuy, Wolfram, and Riley (1968) and New York city by Labov, Cohen, Robins, and Lewis (1968), these scholars focused attention on educational problems of vernacular speakers. Yet language scholars, more broadly construed, have influenced public opinion and strived for public outreach for a much longer period. Considering Noah Webster's A Grammatical Institute of the English Language in 1783, Charles Fries' decades of endeavors to improve teachers' understanding of language, and Philip Gove's reform of Merriam Webster's Third (1961), quite different language scholars have attempted to engage a wider audience and shift the public's perception of language and language study. This paper analyzes this broader history of public outreach to better explain trends, such as scholar's enthusiasm for change versus the public's reticence, and highlight pitfalls for public engagement, such as vastly different assumptions about language.

From these historical lessons-learned, this paper provides a common set of sociolinguistic goals for the 21st century, such as motivating language analysis, that will benefit dialectology as a whole. Working from the foundation of previous principles - Labov's principle of error correction and principle of debt incurred as well as Wolfram's principle of linguistic gratuity - public outreach will prove more effective if language scholars go forward with a unified set of goals. A coherent and comprehensive approach for all public outreach, from lobbying legislatures to local community engagement, will foster benefits for communities and scholars alike.

Enregistering Speech with Indentity in the New South
Barbara Johnstone - Carnegie Mellon University (page 2)

Sociolinguists interested in language and region now ask questions about why people use features of one variety or another, rather than assuming that people inevitably speak the way they first learned to speak, and the answers we arrive at have to do with identity and agency rather than only with geography and demography. This leads us to ask how linguistic features get linked with regions and regional identities in the first place. One way of answering this question comes from linguistic anthropologists in the semiotic tradition. Drawing on the work of Roman Jakobson and Charles S. Peirce, anthropologists Michael Silverstein (1992, 1993, 2003) and Asif Agha (2003, 2007) have developed a framework that helps us see how sets of linguistic choices can come to be understood as varieties (like "Southern speech") and how identities and linguistic choices can come to be linked. A key concept in this framework is enregisterment.

Sociolinguists have occasionally talked as if 'enregistered' were a synonym for the focus of awareness or even the topic of commentary, using 'enregistered dialects' to mean dialects that people notice or talk about, as if there were only one set of meanings with which linguistic forms could be linked and as if already-existing 'dialects' were the target of enregisterment. If we want to take advantage of the real power of the concept of enregisterment, however, it is not enough simply to label a form or a set of forms as 'enregistered.' 'Enregister' is a multi-place predicate. A is enregistered with B by C in terms of D because E and F, where A is linguistic form or some other potentially meaningful act; B is a register of one or another of many kinds; C is an agent; D is an ideological schema, E is an interactional exigency in which calling attention to the enregisterment of or enregistering one or more forms serves some rhetorical function, and F is sociohistorical exigency that gives rise to metapragmatic practices of various.

In this paper, I consider each of these elements of the enregisterment process, illustrating with short examples from research on the history of Pittsburgh speech and "Pittsburghese." The subsequent papers in the panel illustrate in more depth how the idea of enregisterment can shed light on Southern speech and Southern identities in the contemporary South.

(De)Segregation: The impact of de-facto and de-jure segregation on African American English in the New South
Mary Kohn - Kansas State University (page 7)

Schools are an important point of social contact during childhood and adolescence, and their role in promoting leveling and language change is well-documented (e.g. Kerswill and Williams 2000, 2005). Yet the linguistic consequences of historical and contemporary school segregation patterns remain under-researched. This current analysis investigates the relationship between school segregation and participation in the African American Vowel System (AAVS) from both a historical and contemporary perspective using two different corpora: The data come from two studies in the Research Triangle area of North Carolina, The Southeast Raleigh Project (SR) and the Frank Porter Graham Project (FPG).

While the pre-civil rights era South had some of the most segregated schools in the nation, legal action in 1968 reversed this trend so that Southern schools were more integrated than the rest of the nation by the 1980s. This dramatic reversal alone is worthy of analysis from a linguistic perspective, raising questions about whether such structural changes are sufficient to impact linguistic behavior in multiethnic communities. In addition, due to changes in federal oversight, segregation levels are currently unevenly distributed across districts in ways previously not seen in the South (Clotfelter, Ladd, & Vigdor 2013). Because segregation in Southern schools varies across time and space it provides the opportunity to explore the role of school contact in promoting participation in regional sound changes associated with European Americans.

This current analysis takes a two-pronged approach to investigating school demographics and AAE in the urban South: First, I consider apparent-time data from participants in the SR project. I compare the speech of 9 participants who attended school under de-jure segregation to 14 who attended post-segregation schools. Second, I turn to the FPG project to compare 30 participants born in 1990 who attended schools ranging from 14% to 99% African American enrollment. School district disparity indices, measuring the degree to which school racial demographics reflect community demographics, were also considered. I use multiple regressions to compare the front lax vowels for both analyses.

Results from the contemporary analysis show a significant correlation between school demographics and raising of the front lax vowel system so that students who attend majority African American schools are more likely to raise these vowels than those who attend majority European American schools. This pattern suggests that students who attend majority-African American schools are unlikely to participate in the lowering and backing of the front lax vowels found among European Americans in the region (Dodsworth &

Kohn 2012). However, even with dissimilarity data, co-linearity with community demographics remains a concern in the analysis, particularly for the apparent-time data. Because court-ordered desegregation in the schools also coincided with declines, albeit not as steep, in residential desegregation in the South (Vigdor 2006), it is difficult to tease apart the influence of school contact from community profiles. Still, either as a reflection of community make-up or as a location for social contact, school segregation is an important factor in whether African Americans participate in aspects of regional European American sound changes. Such variables may elucidate the conditions under which African Americans participate in regional European American sound changes outside the South, including the more highly segregated urban North, as well.

LAVIS: Where Are You Going? Where Have You Been?
William A. Kretzschmar, Jr. - University of Georgia, University of Glasgow, University of Oulu (page 7)

In the 1960s Joyce Carol Oates wrote a haunting story about a pretty young girl named Connie who is talked out of her house by a man, Arnold Friend, who appears to be up to no good. We never learn what eventually happens to Connie, but we know that she has left her porch and is on the way to go with him. Oates is a New Yorker who lived in Canada for a time and teaches at Princeton, not a Southerner. Still, the story suggests what we have been doing with language variation in the South: as analysts we are the product of where we have been, and the question is where we will be going? This presentation will talk about the history of language variation in the South, both from its evidence and from what analysts have made of it, and then consider what the talks at the current LAVIS meeting suggest about where we are going now. Like Connie, the South and its language have been the prettier sister in American language study, the place with the most strongly marked language varieties. The South, also like Connie, has flirted with strangers, who have paid court to its features and described its language variety in different ways that threaten to carry it away from its origins. Should we stay in the house, where we know where we are? Are we going to be taken for a ride in the gold convertible of Arnold Friend? Are we going to stay close to our history of work on language variation in the South? Are we being sweet talked or threatened into following a dangerous linguistic path? Do we have a choice? What we do with language variety in the South will be the result of our responses to evident tension in how analysts are prepared to talk about language, and how analysts are prepared to talk about the South.

The Phonology of the Urban South: an Overview
Bill Labov - University of Pennsylvania (page 7)

The Atlas of North American English presents a view of the phonology of the Urban South at the end of the 20th century, reporting on the vowel systems of all cities with a population of over 50,000 (Labov, Ash and Boberg 2006). In this view, the South is defined most generally by participation in the Southern Shift, triggered by the monophthongization of /ay/ before voiced obstruents. Studies of expatriate communities indicate that this feature was active at the time of the Civil War and has become more general in spite of the fact that it has receded in the very largest cities (Labov 2014). It has become the most recognized stereotype of the Southern dialect, and it remains to be seen how its recession affects the other features of the Southern Shift: the lowering of /ey/ and/iy/ nuclei and raising of /e/ and /i/.

Unique to the Southern dialect is the Back Upglide Shift: the diphthongization of /oh/ to [ao] in talk, water, etc. accompanied by the extreme fronting of /aw/. The loss of this low back diphthong has led many Southerners to join other regions in the low back merger of cot and caught.

Unlike most other regional dialects, the Southern dialect is correlated with age and inversely correlated with population size. The disappearance of r-vocalization has been far more categorical than in the North. Yet

some features have become more widespread over time, as in the merger of /i/ and /e/ before nasals. When most marked Southern features disappear, the fronted position of /ow/ and /aw/ is preserved, producing systems similar to those of the Midland. This is what has happened in the radical remolding of the very different Charleston dialect to a "Northern" variety (Baranowski 2007).

Black Is, Black Isn't: Perceptions of Language and Blackness
Sonja L. Lanehart - University of Texas at San Antonio (page 7)

In this presentation, we will discuss the perceptions of African American Language (AAL) and identity by groups of Black Americans at a Hispanic-Serving Institution in a Hispanic-majority urban area in the South with a Black presence of about 6%. This Black population is both segregated (lower SES groups tend to live in the eastern part of the city) and dispersed (higher SES groups live throughout the city and not in large numbers in any particular area). Black college students at the university mostly come from two other large metropolitan areas in the state where there are larger numbers of Blacks across wider SES and immigration spectrums.

We will examine the language of identity of four groups of participants, both male (n=8) and female (n=8), in equal numbers: African American Faculty (n=16), African American Staff (n=16), African American Students (n=16), and First-Generation African Students (n=16). (The latter group is included because of the large number of students in that group and the tension that exists around language and identity between the two groups of Black students). A purposive sample is used for the tenure-track and tenured faculty because their numbers are so small. Snowball sampling is used for the student and staff groups.

In order to access a more complex view of language and identity, a phenomenological approach will be used with a Critical Race Theory perspective. While there will not be a deliberate focus on discreet grammatical features of AAL, grammar will be examined holistically and perceptually according to available data.

The two guiding research questions are: (1) What terms of reference do you use for the varied groups of the African Diaspora living in the United States and what particular term(s) of self-reference do you prefer? and (2) What does "Sounding Black" mean to you and how do you view it when others say someone "Sounds Black"? Additional follow-up questions will be used to gather more detailed data as needed. This presentation is the first phase of a larger study on African American Language and Identity.

Spanish-English contact in North Carolina: Different variables, different trajectories
Jim Michnowicz - North Carolina State University (page 3)

The southeastern United States has experienced one of the largest increases in Hispanic population in the country, with states like North Carolina showing a 120% increase over the past decade. As a result of increased (in)migration, North Carolina ranks 11th in the country in overall Hispanic population (Pew Hispanic Center). In spite of this increase, a majority of the scholarship on US Spanish has focused on the southwest or other areas with older Hispanic populations (such as New York, Chicago, and southern Florida). The relatively new Hispanic communities in the southeast present several important differences with more established communities, including increased heterogeneity with respect to geographic origin of the first immigrants, and a more balanced split between foreign and native born Hispanics (Pew Hispanic Center 2011). The resulting language contact situation in states like NC provides us with a unique opportunity to examine the processes of maintenance, shift, and convergence at the early stages of contact.

To this end, I will provide a brief overview of several linguistic variables that form part of an ongoing project to document and study Spanish in contact with English in NC. Importantly, not all variables show the same

level or direction of contact-influenced change. Some variables, such as prosodic timing in heritage Spanish (Michnowicz & Griffith 2014), the ongoing phonemic split for /b/ /v/ (Michnowicz et al. 2014), and heritage vowel systems (Ronquest & Raudez 2013) show evidence of convergence with English. Other variables, such as the [bdg] [βðɣ] alternation, show relative stability across generations (or even hyper-Spanish articulation). Finally, some variables allow us to see the ways in which English forms make their way into immigrant and heritage Spanish, as seen in the patterns of bilingual discourse markers and fillers, or the use of anglicisms (commonly known as "Spanglish" terms). Language use, including indications of a rapid shift to English for some groups, will also be addressed.

A detailed analysis of attitudes towards "Spanglish" terms will serve as a point of departure for examining the influence of English on NC Spanish. Preliminary results indicate that anglicisms are grouped into three levels of acceptance (see Figure 1). *Marqueta* (for *mercado* 'market') and *wátchale* (Eng. 'watch' + Spn. 2sg 'a' + Mex. intensifier 'le'; 'watch out') are rejected by most speakers, perhaps indicative of their status as newly minted borrowings, not corresponding to an existing form in Spanish. The second group clusters around 50% acceptance, and includes terms that exist in monolingual Spanish, but with a different meaning than their English counterparts (e.g., *atender*, meaning "to assist" in monolingual Spanish, but "to attend" in bilingual US Spanish. Finally, two terms that are borrowings with a long history in some dialects of Spanish (*parquear* 'to park', cf. *estacionar*; *aplicación* 'application'; cf. *solicitud*) are widely accepted by speakers in this survey. Further details, such as the impact of geographic origin, age, generation and education level will be discussed.
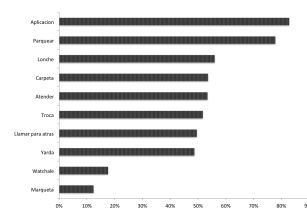
Percent responding "Yes, I say this." to borrowings from English

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The Appalachian Border as the Locus for New Dialect Formation: A Test Case with Respect to Aspect
Michael Montgomery - University of South Carolina (page 2)

Perfective done is well known in the speech of both whites and blacks in the 20th-century American South (Feagin 1979, Green 2002), and it can also be found well into Southern and Central Appalachia (Wolfram and Christian 1976, Montgomery and Hall 2004). Such a geographical spread raises two broad questions: whether done in the Deep South vs. Appalachia and in Southern white vs African American English represent one and the same feature, functionally as well as formally. A picture from the 19th century should give us a better view of their patterning and possibly their earlier history and historical source(s). In tracking the historical pathways of perfective done, especially in white speech, this presentation assembles the relevant literature and brings three newly created bodies of data to bear on historical connections and missing links.

In his 1849 edition of his Dictionary of Americanisms, John Russell Bartlett cites perfective done as "a negro vulgarism frequently heard at the South" (p. 126). However, it was also present in the speech of whites. Previously we knew this only by implication, in that one of the "Confederate textbooks" I reported on at LAVIS III warned pupils (presumably white ones) against using done in a list of Redundant Words and Pleonastic Expressions in examples like "I've done said it," and "But he's done done it" (1862:148). Recently, direct evidence has begun to emerge from the Corpus of American Civil War Letters; Montgomery, Ellis, and Cooper 2014 cite ten examples from seven writers in four Southern states. These and further data from CACWL will be used to sketch perfective done in Southern white speech of a century and a half ago.

No matter how great or direct, written evidence has intrinsic limitations. To overcome these, this presentation will draw data from Coe Ridge, a rural, mixed-race community on the far edge of Appalachia in south-central Kentucky in which older comparable white and black speakers with whom interviews were recorded in the early 1960s. Crucially, these recordings can be used to test the claim of Green (2002:60) that perfective done in African American English is unstressed. Preliminary evidence indicates that perfective done is usually stressed in white Coe Ridge speech, a phonological difference suggesting that perfective done represents two very similar, non-discrete features, with the Upper South as a contact zone between Southern Appalachia and the Lower South. But contact between what? The question of the antecedents of perfective done in Appalachian speech will be explored using a third corpus, one of 1500 emigrant letters from the 18th and 19th centuries, the Corpus of British Isles Emigrant Letters.

Coming to grips with the possible multiple histories of perfective done and the resolution of what are in many ways old issues requires the employment of newly created corpora, just three of the growing number of sources that help us better understand the multiple Englishes of the American South.

Language and Dialect in Louisiana, The State of the Research
Michael D. Picone - University of Alabama (page 6)

The long-awaited publication of *New Perspectives on Language Variety in the South* (Picone and Davies 2014), which was the outgrowth of the LAVIS III symposium, makes available a wide-ranging set of articles on language in Louisiana, displaying the state of research midway through the first decade of the new millennium. Not surprisingly *New Perspectives on Language Variety in the South* includes chapters devoted partially or wholly to English and French in Louisiana (Dubois; Dubois and Horvath; Eble; Klingler; Picone) but also to various American Indian languages (Chafe; Munro; Rankin) and to American Sign Language (Bayley and Lucas). An overriding theme that is extractable from much of this research is the need for a better understanding of historical benchmarks and subsequent transitions contributing to consecutive languagescapes (that is, the evolving external profile of language and dialect in the region) and impinging upon internal processes of currently observable and measureable dialectal variation. Most of the Louisiana-based investigators attending LAVIS III, who can now be classified as senior researchers, including some (Coles; Rottet) whose presentations ended up being published in venues other than *New Perspectives on Language Variety in the South*, remain active in the field.

Auspiciously, as we approach the midway point of the second decade of the millennium, their ranks have been reinforced by an emerging new generation of Louisiana-based researchers destined to carry the torch forward into subsequent decades. This introductory talk will attempt to survey succinctly the state of the research on language and dialect in Louisiana, including some of the recent work of veteran researchers (those already mentioned, as well as Lyche and Neumann-Holzchuh) and highlighting original departures characterizing the initiatives of a number of mostly newer, promising scholars (Carmichael, Dajko, Lief, Salmon, Schoux Casey, Walton, etc.). In an encouraging development, a new wave of heretofore neglected research on varieties of New Orleans English appears to be in the offing.

While establishing benchmarks and sharpening the view of changing languagescapes in Louisiana remains a preoccupation, research has also evolved to embrace the gains of "enregisterment" theory (Agha 2003, "The Social Life of Cultural Value") and to resonate with what Eckert (2012, "Three Waves of Variation Study: The Emergence of Meaning in the Study of Sociolinguistic Variation") has termed the "third wave" of sociolinguistic research, foregrounding social meaning in relation to speaker agency and shifting the focus from preconceived speaker categories to the construction of persona through linguistic performance. Making research accountable to the needs of regional speech communities, as embodied in the publication of the *Dictionary of Louisiana French* (Valdman et al. 2010) and other language maintenance efforts, also constitutes a welcome development.

Following this introductory talk, Nathalie Dajko and Katie Carmichael, panelists representing the new generation of Louisiana researchers, will showcase aspects of their scholarship.

[ˈsʌδɚn], [ˈsʌδən], [ˈsʌδɹən], [sʌ̃ːn], etc...: What we/they think/thought it is/was/will be
Dennis R. Preston - Oklahoma State University & Michigan State University Emeritus (page 3)

The phonetic title hints at what we already well know and will find out a great deal more about at LAVIS III; there is no such single thing as Southern US English (SUSE); it varies by region, ethnicity, sex, status, style, first language, etc.... In this presentation, however, I will focus on the subtitle — the folk linguistic or language regard aspects of an often imagined and usually more homogeneous SUSE. I will examine these responses to SUSE from the perspectives of insiders and outsiders ("we/they"), the time-period of SUSE's imagined shape ("What it is/was/will be") and the time-period of the perceptions ("What we/they think/thought"). To do this I will look at work that has been done, work in progress, and work that should be done on the beliefs about, attitudes towards, and ideologies of SUSE. The mathematically inclined will note that that yields twelve cells for consideration: What do insiders believe about current SUSE?, what do outsiders believe about current SUSE?, What did insiders believe about current SUSE?, and so on. This large collection of cells leads to an appreciation of the fact that regard for SUSE is not uniform, just as the production of SUSE is not (and will also surely expose some empty or paucal cells that might suggest areas ripe for future research). I will also look at this diversity of responses from the perspective of methodology. When the results of a folk linguistic investigation done one way disagree with those done another, it has been popular to suggest that one of the models did not get to the "real" attitude, and recent academic prejudices seems to suggest that automatic or nonconscious responses are somehow more accurate. I will suggest instead that folk reactions to languages and varieties are not just variable across groups and time but also as labile in the individual as that individual's language production features are. The underlying beliefs about Southerners and SUSE are not uniform any more than SUSE itself is, and it is from the diversity of those responses, teased out by a diversity of methods, that we will begin to get at something like the whole truth of language regard for SUSE.

Appalachia, Monophthongization, and Intonation: Rethinking Tradition
Paul Reed - University of South Carolina (page 3)

Appalachian English (AE) has received a fair amount of attention, and there is now a growing body of sociolinguistic research into this unique variety. AE has been shown to be different from Mainstream American English (MAE) as well as other Southern English varieties (e.g., Hall 1942, Wolfram and Christian 1976, Labov et al. 2006, Greene 2010, Montgomery and Hall 2004). Two salient features of AE are the monophthongization of /ai/ (see e.g., Feagin 2000; McMillan and Montgomery 1989; Thomas 2001, 2003) and intonation (Greene 2006). The traditional view was that monophthongization occurred only in pre-voiced contexts and open syllables (i.e. what Thomas (2003) termed PRIZE/PRY monophthongization). However, this phenomenon is not uniform across the South, as sub-regions and sub-groups extend to pre-voiceless environments (Fridland 2002, Thomas 2001, Wolfram and Christian 1976). One such region is East Tennessee (Hall 1942). PRICE/PRIZE/PRY monophthongization has associations with Appalachian culture and is often a marker of Appalachian Identity (Greene 2010). Intonation has been mentioned in passing (Williams 1992), but the only detailed study of AE intonation patterns is Green 2006, which observed a higher incidence of L+H* accents among AE speakers, compared to MAE or other Southern varieties. But, precisely how these pitch accents were phonetically realized was not investigated. From this, some questions arise: how would the rates/realization of monophthongization and intonation reflect an orientation toward the Appalachian region? Would every member of particular groups and sub-groups use both features? Would there be quantitative/qualitative similarities and/or differences, or both? Answers to these questions can help illuminate how personal identity is reflected in linguistic variation.

This paper analyzes the rates and realization of /ai/ monophthongization and rising pitch accents for 24 speakers (12 male, 12 female) from northeast Tennessee with data drawn from sociolinguistic interviews. Preliminary results indicate these speakers produce /ai/ monophthongization in all phonetic contexts and greater numbers of rising pitch accents. Further, preliminary examination of the current patterns of /ai/ monophthongization and pitch realization shows quantitative and qualitative distinctions among the groups. Stylistically, as the context is more formal (reading), there are fewer tokens of monophthongization and fewer rising pitches. However, in the conversational portion of the interview, the traditional sociolinguistic groupings (class, sex/gender, education) seem to not be the crucial aspects, rather regional affiliation/rootedness (measured from responses to questions about local feelings). Those speakers whose identities are more rooted in Appalachia have different realizations of and greater occurrence of monophthongization and rising pitch. A researcher approaching this community with a priori categories would be unable to account for this variation. Hence, we must approach all communities on their own terms, informing our studies with locally relevant social differentiation. This study helps to better understand how speakers negotiate identity and use linguistic resources at their disposal to create and maintain a local orientation. Each speaker is an individual, and may not fit neatly into a category. This work contributes to language and identity in the same vein as Johnstone (1996) by examining how individuals create a unique linguistic voice.

What a Swarm of Variables Tells us about the Formation of Mexican American English
Erik R. Thomas - North Carolian State University (page 3)

Mexican American English (MAE) offers a prime opportunity to witness the formation of an ethnolect because it is currently developing before our eyes. Although Mexican Americans may assimilate dialectally when they form only a small fraction of the population, they commonly develop a strongly marked dialect where they form a majority. Nevertheless, the puzzle of how this ethnolect develops is missing many pieces. Past research on MAE has focused on only a few variables at a time, providing an incomplete picture of how MAE develops even within a single community. Studies from other parts of the world on new dialect formation, language contact, and other ethnolects (e.g., in Europe) provide insights but require adaptation for MAE. Here, I discuss some results obtained from analysis of a wide swath of linguistic variables in a Mexican American community in southern Texas.

Mexican Americans of all age groups were interviewed, as well as some mostly elderly Anglos who represent the contact dialect. These Anglos themselves speak a strongly marked regional dialect. Among the Mexican Americans, the oldest generation is Spanish-dominant, but many members of the youngest generation have only a passive knowledge of Spanish. The community has a history of exploitation of Mexican Americans, culminating in a long struggle by Mexican Americans to gain power, but Mexican Americans now control the local government.

Approximately thirty linguistic variables covering vocalic, consonantal, prosodic, and morphosyntactic realms have been analyzed. Results show that individual variables exhibit a range of social patternings. While Spanish interference plays an important role, the outcome is certainly not predictable merely from contrastive analysis of Spanish and English. The strongest division falls along ethnic lines. Mexican Americans show numerous interference features, such as "clear" /l/ and realization of /ð/ as a stop. However, they also reject nearly all of the regional features of the local Anglo dialect, particularly regional variants of vowels, such as for the bait and bite vowels. The latter outcome might be expected from the historical situation in that Mexican Americans would want to avoid identification with Anglos. The next strongest division falls along birth cohort/year of birth lines. As Mexican Americans became more English-dominant, they discarded some interference features, such as confusion of /ʃ/ and /tʃ/ and raised forms of the bat vowel. They have also adopted widespread trends such as quotative be like and fronting of the toot vowel. Many variables are

correlated with both ethnicity and year of birth. Sex and educational level (used as a proxy for social class) seldom produced significant correlations, though.

Use of a broad suite of variables yields a complex picture that could not be obtained with few variables. Here, MAE responds to a number of pressures: rejection of regional Anglo features, rejection of some interference features suggesting poor English command, and accommodation to widespread innovations. Ethnolect formation is not monochromatic and should not be studied as if it were.

Sounding Black: Labeling and Perceptions of African American Voices on Southern College Campuses
Tracey L. Weldon - The University of South Carolina (page 6)

The concept of "sounding Black" is one that circulates widely within (and, to some extent, outside) the African American speech community. Studies have shown that listeners are able to accurately identify the racial and/or ethnic background of speakers with only minimal acoustic and/or phonological cues (see e.g., Buck 1968, Abrams 1973, Lass et al. 1979, Baugh 1996, Purnell et al. 1999, Foreman 2000, Wolfram 2001, Thomas and Reaser 2004, etc.). Beyond racial/ethnic identification, however, the concept of sounding Black also speaks to perceptions of racial/ethnic identities (see e.g., Mitchell-Kernan 1972, Fordham and Ogbu 1986). Within the African American speech community, there are many circulating labels that allude to the more nuanced distinctions that listeners make in their perceptions of African American voices. In certain parts of the South, for example, labels such as *Country*, *Geechee*, *Ghetto*, and *Proper* speak to the diversity of African American voices (and identities) that are salient among listeners. From a linguistic perspective, however, little is known about how listeners assign such labels to speakers' voices and what social characteristics get indexed through those assignments.

College campuses provide an interesting context for examining these dynamics, given the "linguistic tight rope" that many college-educated African Americans find themselves having to negotiate. Because "sounding Black" is often (mis)understood as being incompatible with sounding educated, many middle-class African Americans develop a heightened awareness of how their linguistic choices and practices are perceived. For example, in a study of the reactions and attitudes of African American college students, staff, and administrators at a university in California, Rahman 2008 found that the use of "Black Standard English" (i.e., standard grammatical constructions, combined with ethnically marked phonological and prosodic features) was considered the best way to "meet establishment requirements while also allowing speakers to express ethnic identity" (170). (See also Hoover 1978, Taylor 1983, Spears 1988, Mufwene 2001). However, it is likely that listener perceptions of African American voices will vary to some extent depending on the regional context, as well as the racial and socioeconomic make-up of the school population.

The South adds a particular complexity to these issues, because of the marked nature of both Southern and African American language varieties in the U.S. The current study considers results from a perception study conducted on both HBCU (i.e., Historically Black Colleges and Universities) and non-HBCU campuses in South Carolina, in which students were asked to label and rate a variety of southern African American voices. The results of this study provide a glimpse into the more nuanced distinctions that listeners make across various African American voice samples and point to some of the "costs and rewards" associated with certain African American identities, as they are indexed by these voices.

SECOL Abstracts

Albertville English: An Appalachian Variety
Timothy Alford - University of Alabama (page 4)

On the small toe of the foothills of the Appalachian Mountains lies the town of Albertville, the Heart of Sand Mountain. The variety of English spoken here contains many of the well-known and familiar phonetic and morpho-syntactic features of Appalachian English: r-fullness, velar fronting, monophthongized *a*, irregular verbs, /ɪ/ and /ɛ/ merger before nasals, historical present, the Southern drawl, and negation. But these features aside, the most salient feature collected during this pilot study is the retroflex, or palatalized s. Occurring word initial, medial and final, it usually precedes a plosive, and is apparently gender related: the male collaborators in this study use the retroflex, or palatalized /s/ in varying degrees ranging from moderate to extreme, while the female collaborators range from slight to moderate. The current hypothesis of the presenter is that the retroflex, or palatalized s was once common in Albertville English, but that the women are currently leading a change to a more standardized pronunciation while the men conserve the original pronunciation in varying degrees. Another surprising feature of Albertville English is pronoun dropping where the personal pronoun is omitted. Pronoun dropping commonly occurs when the context of the discourse makes the pronoun redundant.

The presenter intends to give a detailed description of Albertville English while focusing on the two salient features mentioned above, the retroflex, or palatalized /s/, and pronoun dropping. Recorded examples collected during the sociolinguistic interviews of the pilot study will be used to illustrate the features. The questions that elicited the best responses, and prompted the longest narratives, dealt with shared community experiences (natural disasters, historical events), personal travel experiences and family. Albertville experienced a devastating tornado in April of 2010 which affected everyone in the city either directly or indirectly. Almost all of the collaborators had emotional stories to tell about the tornado.

Skyping to the Field: A New Take on a Field Methods Course
Miranda Axworthy, Nicole Fitchett, Jack Martin, Tyler McPhillips, Michael Monaco, & John Shuey - College of William and Mary (page 2)

Courses in linguistic field methods usually have a set format: a seminar-sized class meets with a local speaker of another language; the students and professor then work together to produce a grammatical description of the language. In this talk, we discuss a new format for such a course: five students and their instructor at the College of William and Mary in Virginia spent a semester using Skype to work with seven speakers of Koasati in Louisiana. The Skype sessions were held twice a week for about an hour each. At the outset, the community expressed an interest in developing pedagogical materials. We consequently elicited language for activities and games, twenty constructed conversations, and then examined the grammatical patterns used in these works to create a teaching grammar. At the conclusion of the course, the students and instructor took a field trip to the site.

Anchoring the course in a specific community context changed the course in ways that we feel are transformative: the speakers became active participants rather than passive subjects; the whole community became involved; the materials that we produced shifted away from pure grammar to the teaching of grammar and the production of materials that the community will value. We present details about how the course was organized, the products we produced, and difficulties we faced in using Skype in this way. This type of activity is probably not possible in many contexts, but when it is, it has the possibility of connecting classroom instruction with issues facing endangered language communities.

Very Different, Really Good: A Comparison of the Use of Intensifiers *Very* and *Really*
Yanmin Bao (page 3)

Intensifiers, though pervasive in language, are historically unstable; they are constantly undergoing meaning shifts (Stoffel, 1901, p. 2). These rapid semantic developments through processes of linguistic change have drawn great attention among scholars (e.g. Bolinger, 1972; Labov, 1985; Lorenz, 2002). Previous studies have focused primarily on correlations between the variable usage of intensifiers and social factors, such as age, sex, and socio-economic class. The present study, then, examines the effects of various linguistic factors on the distribution of the two most frequently used intensifiers—*very* and *really*—across different registers in the *Corpus of Contemporary American English* (COCA), 2011. Through random sampling, 250 tokens from 19,270 occurrences of *very* and 250 tokens from 15,033 occurrences of *really* are submitted to multivariate analysis with GoldVarb X. The linguistic factors analyzed include register (academic writing, fiction, magazine, newspaper, spoken forms), direct speech, syntactic function (attributive adjectives, predicative adjectives), concrete vs. abstract adjectives, and the semantic category of adjectives.

The results reveal that the factors of syntactic function and the semantic category of the adjective play significant roles in the distribution of the two intensifiers. Attributive adjectives consistently favor *very*, while *really* is more frequent for predicative adjective. According to the five stages of intensifier delexicalization (Ito & Tagliamonte, 2003), it is expected that the more delexicalized an intensifier is, the more frequently it should occur with predicative adjectives. In other words, really exhibits a profile that indicates advanced delexicalization. However, since *very* is favored by almost all semantic categories of adjectives, namely, it is more widely collocated, according to the direct correlation between delexicalization and collocational behavior that is proposed by Partington (1993), *very* is more delexicalized. As a result, the findings seem to be inconsistent. But based on what Tagliamonte (2008) found in her study of recycling intensifiers in Toronto, different age groups have different preferences on the use of intensifiers for predicative adjectives. Therefore, the antithesis between the two findings may be influenced by some external factors, such as age; and in general, *very* is relatively more delexicalized.

In addition, though register does not reach statistical significance, it is still interesting to note that *very* is more frequent in academic writing. Nonetheless, in comparison with other registers, the high rates of both *very* and *really*, 51.2% and 52.8% respectively, in spoken forms also support previous findings that intensifiers are often associated with colloquial and nonstandard forms.

We Just Decided To
Kellam Barta - North Carolina State University (page 4)

This presentation will be a call for attention to the issue of linguistic subordination. Marginalization of groups of people based on demographics like race or gender has been widely identified, and academics and professionals (present and future) make a point of recognizing and attempting to ameliorate such marginalization. However, the dimension of language is often ignored in discussions of how to identify, prevent, and remedy unjust subordination of entire groups of people. In the U.S., the notion that some folks speak more "proper" or "correct" English is prevalent in the water supply, even among highly-educated people, and this attitude leads to stigmatization of vernacular varieties of English. Attitudes about English varieties are parlayed into (or often reflect previously held) attitudes about the people who employ them, and this linguistic subordination provides yet another avenue for privileging some folks over others for arbitrary reasons.

Given English's status as a global language, it is more important than ever to consider linguistic subordination within English. All English speakers employ a variety of English that is heavily influenced by region, social class, and communities of practice, and most non-native speakers of English produce a variety of English that is influenced by their native language(s). As citizens, academics, and professionals in a

linguistically diverse community (perhaps moreso that you think), international university, and global economy, it is important for us to identify, prevent, and attempt to remedy marginalization of both native and non-native English speakers due to linguistic subordination. There is a plethora of empirical research that demonstrates that vernacular varieties of English are systematic and communicative just as are so-called "standard" varieties, and issues of social, economic, and political power tend to dictate which features of English are afforded the status of prestige norm. As present, future, and potential gatekeepers of privilege, instructors, university staff, and students ought to spend some time re-considering standards of "correctness" for written and spoken English in the classroom, in the office, and in the university writing center. What to accept as "proper" or "acceptable" English is a matter of choice, not decree, and we have the power to help re-instate folks who are being linguistically subordinated. So let's decide to.

The Linguistic Presentation of Self in Social Media Environments: A Pilot Study of Black Millennial Students at a Historically Black University
Erin Berry - The University of Maryland, Baltimore County (page 7)

Much of what people say and do occurs within the digital landscape, where individuals take to their computers, tablets, and smartphones to post, comment, like, tweet, or re-tweet their and others' views and to upload memes, gifs and other mediated content. A considerable amount of research has been conducted on digital and multi-modal voice, presence, and perception of users, senders, and receivers. Younger generations, however, including the generation known as millennials, have grown up in an era in which digital communication and self-expression is the norm. In this paper, I examine how five Black students at a Historically Black university in Baltimore, Maryland who are preparing to transition from college to career make linguistic choices as they construct their online identities and engage in the presentation of self within disembodied social media landscapes. I argue for the need to provide career-readiness training to Black millennial students within the context of HBCUs in particular, which often face limited resources compared to Predominantly White Institutions (PWIs). I discuss how such training would help Black millennials navigate the complexities of language, identity, and culture in an increasingly computer-mediated world. Finally, I propose how HBCUs can implement this training, through such outlets as media and communication studies classes and career centers, in order to enable Black millennials to develop the critical skillset of linguistic self-presentation as they embark on post-graduate careers

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Stigmatized Stewards: Understanding Regional Differences in Pre-service ELA Teachers' Responses to Critical Language Pedagogies
Jeanne Bissonnette[1], Jessica Hatcher[2], Jeffrey Reaser[2], & Amanda Godley[3]
UNC Chapel Hill[1] – North Carolina State University[2] – University of Pittsburgh[3] (page ??)

Although literacy scholars and English Language Arts (ELA) organizations have long called for teachers to be equipped with sociolinguistically informed content knowledge (CCCC/NCTE, 1974; Delpit, 1988; Godley, et al., 2006), studies find teachers still subscribe to some language myths, including the notion that dialects are unpatterned and that they correlate with academic potential (Cross, et al., 2001; Blake & Cutler, 2003; Godley, et al., 2007; Dyson & Smitherman, 2009). However, recent studies found that current pre-service teachers (PSTs) may be better informed than previous generations (Reaser, et al., 2014), making it important to assess what PSTs now know about sociolinguistic information and whether regional or ethnic differences might correlate with different sociolinguistic perspectives.

In order to better equip PSTs with the sorts of sociolinguistic perspectives and critical language pedagogies needed to be effective literacy instructors for diverse learners, we created a four-week, online "mini-course" on language variation. The course drew from research on Critical Language Pedagogy (Godley & Minicci, 2008), an approach that guides students to critically examine and challenge the ideologies surrounding language,

dialects, and power. It promoted four foundational sociolinguistic principles: (1) English has various dialects that are equally valid and grammatical, (2) language varies in different contexts and communities in systematic ways, (3) language use reflects identity, and (4) language is often the basis for judgments about people. The course was piloted at a number of universities in 2014. This paper examines data from three universities: two Southern, public universities and one non-Southern, public university.

This paper compares ELA PSTs at Southern and non-Southern universities to assess how Southern identity affects PSTs' knowledge and development of sociolinguistic perspectives on linguistic diversity. Reaser's (2007) finding that Southerners were more aware than non-Southerners that everyone speaks a dialect suggests some regional variation in linguistic knowledge, possibly tied to the stigmatization of Southern dialects. Southern PSTs may then exhibit more linguistic tolerance or they may more rigorously embrace prescriptive ideologies. We examine how Southern identity shapes sociolinguistic ideologies in PSTs' online discussions of sociolinguistic content knowledge and pedagogy, including teaching writing and literature. We find that Southern PSTs are more comfortable discussing ethnic dialects than their non-Southern peers and employ fewer "white talk" discourse strategies (Haviland, 2008). Furthermore, Southern identity results in simultaneous pride and shame as PSTs negotiate tensions between embracing and using their regional dialect while also experiencing pressure to conform to standardized English norms in teaching.

An Acoustic Dialectal Analysis of S'gaw Karen in North Carolina
Jen Boehm - University of North Carolina, Chapel Hill (page 6)

This study provides the first acoustic analysis of different dialects of S'gaw Karen, an understudied language spoken by Karen refugees from Burma. Since 2005, approximately 5,000 Burmese refugees have settled in North Carolina (U.S. Office of Refugee Resettlement, 2012). The Karen make up the largest group of Burmese refugees, with 1,000 Karen people currently living in Orange County alone (Parsons, 2013). This language has been difficult to study in the past due to the turbulent political and social climate in Burma. S'gaw Karen is the third most widely spoken language among refugees in the United States, preceded only by Nepali and Arabic (U.S. Department of State, 2014). Despite its growing number of speakers in the United States, S'gaw Karen is still widely understudied and faces endangerment among younger generations within the refugee community, making its documentation a matter of urgency. North Carolina has the most Karen refugees in the U.S., providing a unique opportunity to analyze data from several S'gaw Karen speakers from different regions in Burma (Office of Refugee Resettlement, 2012).

Past studies of S'gaw Karen have focused on data collected from only one or two speakers and paint very different pictures of the phonemic and phonetic characteristics of the language. For example, different authors have claimed that S'gaw Karen has anywhere from three to six tones (Jones, 1961; Lar, 2001; Fischer, 2013). This study analyzes speech data from multiple speakers of S'gaw Karen from different areas of Burma, giving a more complete analysis of the language as a whole as well as enabling the comparison of different dialects of the language. Data for this study is elicited using a word list developed to include all of the phonemes in S'gaw Karen. Ongoing data collection has thus far yielded results that show the presence of at least two distinct dialects of S'gaw Karen, one originating in the urban north of Burma and one in the rural south. The dialects differ mainly in tone, with the urban dialect showing a level tone where the southern has a rising tone. Tones were analyzed by measuring the fundamental frequency across the entire tonal contour. The data supports past analyses by Lar (2001) and Fischer (2013) that propose six distinct tones for S'gaw Karen. The two dialects also vary in their distribution of fricatives and affricates. Results from this study provide the first acoustic analysis of different dialects of a previously inaccessible language.

Modeling English Phonological Structures: A case study of frequency effects in S'gaw Karen speakers
Jen Boehm, Emily Moeng, & Amy Reynolds
University of North Carolina at Chapel Hill (page 6)

The goal of this study is to determine whether the L2 acquisition of non-native linguistic structures is best described as an overall constraint re-ranking (Hancin-Bhatt and Bhatt, 1997), or as an individual word-by-word learning process (usage-based model, Bybee, 2006). This study examines non-native English as spoken by speakers of S'gaw Karen, an under-documented language spoken in Myanmar. Due to ongoing conflict in Myanmar, over 18,000 Burmese refugees have settled in the southeast region of the United States since 2005 (USOoRR, 2012), and yet the language remains widely understudied.

S'gaw Karen does not allow coda consonant clusters, so speakers must acquire coda clusters when acquiring English. These learners of English must transition from reducing coda clusters 100% of the time to producing at rates comparable to native English speakers. A stochastic Optimality Theoretic account of L2 acquisition (with no frequency-based lexical indexation) predicts no correlation between coda cluster reduction rates and lexical or phrasal frequency (Reynolds, 2011). In contrast, a usage-based account of L2 acquisition would predict that the coda clusters in high-frequency words and/or phrases are acquired more quickly than the coda clusters in low-frequency words or phrases (Jurafsky, 1996; Bybee, 2006).

Participants listened to a recording of English phrases of the form VERB+the+NOUN, in which the monomorphemic verb ended with a [ks] consonant cluster or an [nd] cluster. The phrases were created by finding high- and low-frequency adjectives and using them to create high- and low-frequency phrases. Participants repeated each phrase out loud.

Preliminary data (representing approximately 6% of the total data to be collected and analyzed) for the "nd"-stimuli are shown to the right. To measure whether the [nd] clusters were produced, a native English-speaking phonetician judged whether the consonant cluster was reduced on a scale of 1 ("RE-DUCED") to 7 ("NOT REDUCED").

	High-frequency phrase	Low-frequency phrase
High-frequency word (fi**nd**)	fi**nd** the words	fi**nd** the necklace
Low-frequency word (fu**nd**)	fu**nd** the government	fu**nd** the network

Example of "nd' stimuli

Initial results suggest that there is no correlation of consonant cluster reduction with either word or phrase frequency. The correlation between word frequency and cluster reduction is -0.10, and the correlation between phrase frequency and cluster reduction is 0.06. The lack of correlation between frequency and cluster reduction rate supports an Optimality Theoretic model of L2 acquisition over a usage-based model.

Welsh Consonant Mutations and Spanish Consonant Allophones: Are There Similarities?
Karen Burdette - Tennessee Tech University (page 3)

Certain consonants in Welsh, like other Celtic languages, undergo phonological changes in word-initial position in certain contexts. This phenomenon, traditionally designated consonant mutations, pervades the entire grammar and lexicon of the language. Unlike Spanish consonant allophones, Welsh mutations are not strictly phonologically conditioned; thus, Welsh mutations are not universal, nor are they predictable based on their phonetic environment. Rather than being triggered by their phonetic environment, Welsh mutations can be morphosyntactically conditioned, or they can be triggered by collocations, i.e. a triggering word occurring before the given consonant. In the case of morphosyntactically conditioned mutations, the mutation serves some grammatical function, which could make the mutation a syntactic marker of sorts. Although Spanish consonant allophones and Welsh consonant mutations are seen as very different phenomena, they are both mutations of sorts, and there are similarities. This paper looks at the similarities between Welsh and Spanish consonant mutations that may suggest and support a phonological origin for Welsh consonant mutations.

Perceptions of Spanish and English in Miami: The Implicit Association Test
Salvatore Callesano & Phillip Carter - Florida International University (page 7)

Sociolinguistic research on language perception in South Florida is a growing field of interest due to the region's extensive patterns of immigration and high levels of bilingualism (e.g. Alfaraz 2003, Carter and Lynch 2013, Carter and Callesano 2014). In the field of perceptual dialectology, social psychological methods have begun to influence traditional approaches to gathering language perception data (e.g. Redinger 2010, Pantos 2010, Campbell-Kibler 2012). For example, the Implicit Association Test (IAT), originally developed by Greenwald, McGhee, and Schwartz (1998) isolates participants' implicit biases by measuring the time it takes to associate a visual or audio concept (i.e. a language variety) with an attribute. The test has already proven productive in sociolinguistics: Campell-Kibler (2012) studied the implicit associations between variant productions of (ING) in English and found strong associations (i.e. implicit cognitive links) among [m] and [ŋ] and the Southern vs. Northern states division, respectively.

In the current investigation, we have extended this line of research to a cross-linguistic context, by designing and implementing an IAT experiment that measures implicit associations of Spanish and English in bilingual Miami. Six male residents of Miami were asked to read a text aloud to create audio stimuli – three in Spanish and three in English. All men were college educated, are professionally employed in Miami, and are between the ages of 25-40. All voices come from the same Spanish and English dialect groups. Using E-Prime, a software program often used in cognitive processing research, participants listened to brief clips and saw visual texts of both English and Spanish and then immediately responded by either associating the audio clip/text with the attribute presented on the left or the right of the screen. The attributes were designed to test associations commonly reported in the social psychology literature: warmth and competence, positive and negative, inter alia.

Participant reaction times were analyzed using SPSS and results point to a number of associations involving external attribute, language, and participant ethnicity. While certain attributions were consistently associated with one language or the other across participants, Latinos and non-Latinos were found to have differing language-attribute associations. These results confirm the prior findings of Carter and Lynch (2013) and Carter and Callesano (2014), which show that Latinos and non-Latinos in South Florida perceive local language varieties differently.

These data not only give important insights into the mental representations of Spanish and English in South Florida, which entail important sociological consequences, this work helps strengthen the growing link between sociolinguistics and social psychology.

Talk about Talk: Metalinguistic Commentary on Multilingual Miami
Phillip Carter, Lydda López, & Nandi Sims - Florida International University (page 5)

As Carter and Lynch (2015) have noted, Miami's sociolinguistic scene is remarkable not only for its high levels of Spanish-English bilingualism, but also for the dialect diversity found within both languages. In terms of English, traditional Southern varieties spoken by African Americans and Anglo Whites have in recent decades met not only with locally formed varieties of English spoken by Miami-born Latinos, but also with Anglophone Caribbean varieties such as those from Jamaica and Barbados. In terms of Spanish, pre- and post-Castro varieties of Cuban Spanish have met with every major national origin variety in the Spanish-speaking world, as Miami has become the hub for economic and political exiles from throughout the region.

Recent work by Alfaraz (2002, 2014), Carter and Lynch (2013), and Carter and Callesano (2014) has used direct methods (attitude surveys) and indirect methods (matched-guise experiments) to investigate language attitudes and perceptions of Miami's linguistic diversity. In the current paper, we complement this work with

an analysis of metalinguistic commentary about English and Spanish culled from the corpus of sociolinguistic interviews we have collected during the past eighteen months. Detailed transcriptions were made for all interviews, and all instances of metalinguistic commentary were extracted for analysis. All comments were then coded using two schema: Lippi-Green's (1997) 'arguments for a standard' and Bonilla-Silva's (2009) color-blind racism. All recurring discursive tropes about English and Spanish were also grouped and analyzed separately. In this talk we focus on metalinguistic commentary having to do with (1) the difference between local and non-local varieties of Spanish and English, (2) folk descriptions and imitations of local speech, (3) Spanglish and language mixing, and (4) the 'value' of bilingualism in South Florida. We consider our qualitative findings in light of our ongoing perceptual and attitudinal studies using indirect methods.

Teaching Language Variation to Chinese Teachers of English
May Chung - University of Maryland, Baltimore County (page 3)

English language learners "confront great variation in the English of their everyday lives, including many non-mainstream, vernacular varieties of English" (Wolfram, 2014). At the same time, the educators who teach them often must focus on academic English and may have little training in how to approach the variation in English that their students encounter. This concern is especially relevant to international teachers of English who may not be familiar with English language variation. In this presentation, I present an overview of a workshop on American English variation that I delivered to twenty-three multi-level Chinese teachers of English from a leading Chinese university.

In this workshop, I asked teachers to share language differences in their home country, such as Shanghainese and Beijinger dialects. I showed the teachers audio and video clips illustrating varieties of African American English, Southern English, Latino English, and Asian English in the U.S. from documentaries, *Do You Speak American?* (2005) and *Voices of North Carolina* (2007). A series of dialect exercises developed by Jeffrey Reaser and Walt Wolfram (2007), including invariant be in African American English and a-prefixing in Southern English, was used to uncover the linguistic patterning of vernacular forms. I introduced examples of language attitudes and linguistic discrimination, leading teachers to discuss the role of language in the classroom. Teachers were given actual writing samples from English learners and collaborated with teachers of the same level to address student error and provide feedback. Showcasing videos of teaching African American English in primary school grades from *Do You Speak American?* as well as my linguistics unit in English composition class was used as concrete examples of dialect integration in the classroom, highlighting language diversity in localized contexts.

In active discussions, teachers explored topics of language attitudes, including the role of local dialects within the universality of Mandarin. Stories of self-efficacy arose as teachers shared their own diverse linguistic journeys, both from an nonnative English teaching standpoint and from the perspective of speakers of local Chinese dialects. We evaluated the controversies associated with language usage, especially in light of 2014 Hong Kong protests where Cantonese has become the major language of protest. In this regard, teachers were able to connect issues surrounding language variation with current political events.

This presentation speaks to the place of English in international classrooms, and offers ways to integrate perspectives on linguistic diversity into traditional Chinese curricula. Finally, I underscore the need for linguists to work with international teachers of English, and spread outreach efforts within specific cultural contexts.

Whose Spanish? The term "Neutral Spanish" and its Use in Media Production in the US
Alicia Cipria - University of Alabama (page 4)

This presentation examines Spanish language and bilingual media production and the linguistic decisions that are made around popular, non-academic terms such as "neutral Spanish," "international Spanish" and "español latino," among others. Three main contexts of use are explored.

The first one concerns the media industry, and more specifically, Spanish-language television networks that produce original material, and other multinational media corporations that control the subtitling and dubbing of TV series or movies that were originally produced in English. The latter also includes the dubbing of productions in particular Latin American dialects into the so-called neutral variety. Most of these companies are based in Miami and their products are done in house or outsourced to Spanish-speaking companies throughout Latin America, who usually submit "neutralized" versions (suppressing the local variety) for final voice or talent selection by the contracting US company.

The second related area involves the training of call or service center personnel for multinational companies, which employ speakers from many dialect regions.

Lastly, the terms "neutral" or "international" Spanish appear in style manuals for journalists in the US, or in advice pieces for translators or interpreters working in the US and rendering the Spanish versions of documents originally published in English and intended for a large segment of the US Spanish-speaking population, such as public service announcements (oral and written), government publications, and the like.

There is no single variety that can be considered the pan-hispanic norm, though more prestige is usually ascribed, by the public, to those varieties with a closer one-to-one correlation between spelling and pronunciation (Lipski 1994). Thus, a variety that aspirates or elides the [s] sound is usually perceived as less prestigious than one that displays [s] retention. The latter is a salient characteristic of Mexican Spanish but also of many other varieties in Latin America. However, the so-called "neutral" or "unmarked" Spanish is the one that follows the pronunciation pattern of educated, general Mexican Spanish both segmentally and suprasegmentally.

I will discuss the language attitudes and ideologies that I have observed in a large corpus consisting of company statements, interviews, advertising of linguistic coaching, and so on.

Commodifying the Preservation of Isleño Spanish
Felice Coles - University of Mississippi (page 5)

The Isleño community has resided in Louisiana since 1778 (Lipski 1990). Preservation efforts before Hurricane Katrina in 2005 included language maintenance materials such as audiotapes and videos of traditional folksongs (Armistead 1992), labeling important artifacts in Spanish in the Isleño museum, creating a website in English and Spanish (www.losislenos.org) and even compiling a coloring book for children. After Hurricane Katrina, restoration efforts focused on the cultural significance of Isleño life, mostly detaching the language from such work (Perez 2011).

However, as the Isleños look to highlighting their uniqueness among Spanish-speaking groups in south Louisiana, they have begun to see their dialect, Canary Island in origin (MacCurdy 1950), as one characteristic that sets them apart from immigrant varieties. The Isleño festival, held every March, now hosts Canary Island singers to reinforce the heritage of the group and to allow younger members to hear a historically related counterpart from the eastern hemisphere. While not in competition with the *Carnaval Latino* in New Orleans, the Isleños now emphasize their antiquity by "maintaining an Isleños museum and multicultural village; supporting an annual student of Isleños heritage, and promoting annual Museum Days,

a three day-event, to give students hands-on knowledge of the early Isleños and their way of life" (Bienvenido a Los Isleños.org). All of these proposed enterprises require money, with the Isleños entering into marketing their brand, the first foray into which is a cookbook from community members.

The Isleños, faced with the decision of what to market as authentic, have decided to pay particular attention to those foods and cultural artifacts which make them memorable and remarkable ("The Isleños of St. Bernard"). In this way, says Heller (2010), the language is a sign of authenticity useful as added value for niche markets. The traditional soup, *caldo*, and folksongs, *décimas*, as well as dancing in costume, have proven to be the most popular commodities with which to draw tourists ("Los Isleños Fiesta – St. Bernard Louisiana"). This "heritage industry" (Bunten 2008) affords the Isleños some measure of visibility in Louisiana but also stratifies dialect features into important and less important. This study will survey what elements the Isleños preserve for "cultural tourism" and which features are in danger of falling into disuse, the expectation being that exotic, quaint and "funny" lexical items will be promoted at the expense of more complex or hard to understand elements (such as *adivinanzas*, 'riddles').

A Preliminary Exploration of Language, Race, and Local Identity in New Orleans
Lauren Colomb - University of South Carolina (page 2)

New Orleans' unique historical geography has directly resulted in the creation of a distinctive culture and ethnicity, and language varieties (Campanella 2008). Despite its complexity, the linguistic climate in New Orleans is vastly understudied. Most academic treatments of English in New Orleans focus on the language of working-class Whites ("Yats") (Coles 1997, 2001; Eble 2006; Carmichael 2012). Any discussions addressing African American speech in New Orleans do little more than make broad, homogenizing, and essentializing references to African American English (White-Sustaíta 2012). However, it is clear that the linguistic and racial distinctions are much more complicated than what this literature might suggest. Historical and current folk discussions of the city's language, however, acknowledge and embrace the variation found across the city (Alvarez & Kolker 1985; Champagne 2012; Taggart 2013; Campanella 2008).

Yat is understood as uniquely "New Orleans," and its use signals speakers as native, authentic New Orleanians (Coles 1997, 2001; Carmichael 2012). This is problematic, though, because it might suggest that authenticity is limited to working-class Whites. Contrariwise, there are a striking number of linguistic similarities across racial lines in New Orleans; for example, distinct variation in phonology (e.g., *goil* for *girl*; *earl* for *oil*) and syntax (e.g., emphatic reduplication as in *I'm not just tired, I'm tired tired*; *ain't* for *be not* and *do not*) are found in the speech of both African American and White working-class New Orleanians (White-Sustaíta 2012). That is not to suggest that these two groups are linguistically identical, but rather that these similarities may index authenticity across racial lines.

This paper preliminarily explores these linguistic similarities by examining interviews and oral histories collected from speakers from two New Orleans neighborhoods, the Lower Ninth Ward and St. Bernard Parish. These neighborhoods are similar in socioeconomic status, physical location, nativity rates, and historical geography; they are, however, clearly racially stratified with each being almost exclusively African American and White, respectively (Campanella 2008). Because these fixed macro categories are relatively clear cut in each neighborhood, it is reasonable to use neighborhood residence as a proxy to identify racial, local, and social identities. The focus of this paper is on phonological and syntactic variation–especially those addressed in previous folk and academic discussions–across neighborhood (and thus racial) boundaries. This analysis will, in turn, contribute to understanding how authenticity and locally salient identities are indexed through language.

The Effects of a New Method of Instruction on the Perception of Appalachian English
Michelle Compton - University of Kentucky (page 5)

Common perceptions of non-standard dialects tend to be negative; these perceptions can result in negative societal impacts on speakers of these varieties, such as lower test scores (Wheeler & Swords 2006). However, other than some noteworthy exceptions (e.g. Clark 2012, Dunstan 2013), few research projects have sought to identify what instructional strategies could be initiated to prevent negative impacts on speakers of Appalachian English in the classroom. This paper explores the use of literary resources that incorporate Appalachian English features in classroom instruction. This linguistic variety is examined in this study due to the fact that it was recently named a minority group by the Appalachia Regional Commission ("Appalachian Americans" 2015). Most existing methods of instruction tend to portray dialects as wrong, incorrect, or in some way less rule governed than Standardized American English, despite the numerous studies that have demonstrated otherwise (e.g. Labov 1969, Wolfram 1986). Such methods discourage students that speak non-standard varieties and encourage negative perceptions of dialect speakers. The goal of this paper is to evaluate whether students' perceptions of Appalachian English improve through a method of instruction that uses dialect literature in the classroom, such as texts from Arnow (1954) and Norman (1977).

The data from this study derives from two groups of students at the University of Kentucky. Each group is given a pretest to determine attitudes toward Appalachian English and Standardized American English. An experimental group is then educated with a method that incorporates texts that use Appalachian English features, whereas no dialect literature is included in the control group. After the conclusion of the lessons, students in both groups complete a post-test used to analyze whether or not the students' perceptions of Appalachian English have changed throughout the study. It is expected that the experimental method will result in more positive perceptions of Appalachian English, whereas the students' perceptions from the control group are not expected to vary from the pre- to post-test.

Country vs. "Country": Using punctuation to mediate negative perceptions in labeling Appalachian speech
Jennifer Cramer - University of Kentucky (page 4)

Most Perceptual Dialectology studies (e.g., Preston 1989, Preston 1999, Long and Preston 2002) ask respondents to draw dialect boundaries on a given map and provide labels for the regions they delimit. While the focus in these studies tends to remain on the maps themselves, some research (e.g., Evans 2011, Rabanus and Lameli 2011, Bucholtz et al. 2007, Long 1999) has explored the types of meanings associated with the labels respondents use. No study, however, has examined how varying forms of punctuation are used in those labels.

Indeed, within sociolinguistics, explorations into the functions of punctuation have been mostly confined to the area of computer-mediated communication (CMC), wherein the message is textual in form. In CMC interactions, punctuation can serve to "augment the verbal content of the message" (Kalman and Gergle 2014: 187), thus providing a non-verbal way of expressing sentiments easily captured by the verbal system but that often become lost in textual form (e.g., sarcasm). In other kinds of textual analyses, punctuation is shown to have a separating function, such that the graphical interruption serves to convey changes in states of consciousness of the author (Caracciolo 2014). In this paper, I argue that punctuation used by participants in Perceptual Dialectology studies serves similar functions. That is, when respondents use quotation marks, for example, their goal appears to be to add unsaid meaning. Given the context of the labeling, respondents typically are not afforded the opportunity to explain what is meant by a label; thus, quotation marks seem to serve a distancing function. Additionally, when juxtaposing labels that tend to be perceived as negative, like "hick," with more neutral ones like "Midwestern," the use of punctuation can also serve to indicate a shift in awareness of the negative connotations carried by such a label, thus signaling this recognition to the listener/reader.

Data from perceptual studies with Kentuckians shows how this use of punctuation in labeling varieties serves these additional functions. In particular, I will present data that exhibits how many Kentuckians use punctuation to distance themselves from some of the negative perceptions they have of Appalachian English in labeling the variety spoken by people who live in the eastern portion of their state. In addition to the labels themselves, I draw on data from three open-ended questions that asked respondents to directly comment on the labels they used, additional information that is often unavailable in these types of studies.

Mrs. Guthery is Polite: Demographically-affected Changes in Perceptions Eighteen Years Apart
Boyd Davis & Rebecca Roeder - University of North Carolina, Charlotte (page 6)

This discussion examines differences in two sets of student responses, eighteen years apart, to a 31-item questionnaire about teller and tale in a 35-second sound clip of Jane Guthery's story about her birth recorded in 1979. Guthery was a white upper-class woman then in her mid-seventies, recorded for an oral history project at UNC Charlotte. The first set of perceptions was elicited from 194 students during the academic year, 1996-97; the second set was collected from 70 students during the 2012 calendar year. The sound clip was played three times, after which students were asked to complete the questionnaire and provide two sets of demographic variables. The first set included age (coded as birthdate), gender (M/F), ethnicity (1997 US Census distinctions) and place of origin (coded by regions). The second set, a 5-term continuum on the questionnaire itself, asked respondents for perceived family social class, highest level of mother's education, highest level of father's education, and construct of place of origin on a rural–urban continuum. Our interest then and now was in identifying socially meaningful cues (Wagner and Hesson 2014) that might identify if and how auditors perceived storyteller as competent, polite, worth hearing, and if her style resembled any with which they were familiar.

In 1997, actual age, gender and geographic location had little impact. Factor analysis and multiple regression explored associations between demographic features of auditor backgrounds and responses. In 1997, auditor responses loaded into 3 factors: (1) competence of teller, (2) assignment of status to and possible affiliation with teller, and (3) competence of interviewer. Multiple regression indicated that the construct of place of origin was associated with factor 1. Significant interactions between demographic variables and individual items suggested features which student auditors associated with credibility for narrator and narrative. For example, in 1997, whether the teller told the story well was significantly associated with social class, father's education, and especially with mother's education; whether the teller was polite was significantly associated with all variables and especially with father's education.

By 2013, North Carolina demographics had changed and so had student self-reported membership categorizations seen externally, for example, in UNCC's first-generation new freshmen dropping from 2000 to 2012-13. Now, teller's presumed politeness has only weakly significant associations with social class and rural-urban origins, and actual age is associated with a lower-projected social class of teller.

Passive Unaccusatives in L2 English Essays from L1 Korean and L1 Chinese Speaker Essays
Chad Davis & Seth Wilson - The University of Mississippi (page 2)

Passivization of unaccusative verbs in L2 English, particularly at the advanced stages of acquisition, has been a well documented phenomenon since Zobl (1989) noted that in a corpus of L2 English compiled from speakers of various L1s, speakers often used unaccusative verbs in the passive, especially at the advanced stages of acquisition. Explanations representing quite a range of possible sources, from cognitive accounts focusing on animacy to overgeneralization of the passive voice to overt NP movement marking, have been

posited and many of these have good reasons to be accepted, yet it is hard to rule any one of them out. The purpose of the following study is to test a set of unaccusative lexemes for their association strengths to either the unaccusative construction (NP VP) or the passive unaccusative construction (NP BE VP[+p.part]) in a corpus of L1 English as well as in a corpus of L2 English (in this case, consisting of L1 Korean and L1 Chinese speakers) and then to test for correlations between the choices of lexemes of the L1 and L2 speakers for each of the constructions. Using the same tagged set of lexeme-construction pairs, an assessment of the influence of having a transitive alternate, the animacy of the subject, L1, and years of experience with the L2 will be carried out through mixed effects modeling. This project seeks to arrive at a comprehensive picture of the passive unaccusative phenomenon from the extralinguistic factors of years of experience and animacy to the linguistic factors of grammatical structure and category of the production.

Lebanese-American in the South: Transition from Diasporic to Hyphenated Identity
Amanda Eads - North Carolina State University (page 7)

Over the past century and a half, hundreds of thousands of Lebanese have left their homeland in search of a more sustainable and more prosperous life. Many of these immigrants have settled in the American south, specifically North Carolina. They've brought both their language and their culture along with them. Research on cultural identity suggests that "who we are is inextricably linked to where we are, have been, or are going" (Barnes 2000). While previous studies of Lebanese-Americans have focused on the New York, Detroit, and St. Louis communities, this study explores the connections between "where they have been" and "where they are now" in the identity construction of Lebanese-Americans in North Carolina.

This study uses the oral histories collected for *Cedars in the Pines* (Khater, Cullinan, and Hutchinson 2011), a documentary recently produced by the Moise A. Khayrallah Center for Lebanese Diaspora Studies and the North Carolina Language and Life Project. I transcribed twenty minutes of twenty five speakers: fourteen first generation (G1), five second generation (G2), and six third generation (G3) immigrants. I coded for use of Lebanese communal pronouns, language choice, references to Lebanon and the US as home as well as references to Lebanon as a culture. In the analysis of immigrant oral histories, I combine Goffman's (1974) notion of *framing* with Dixon's (2005) notions of geographical *place* and social *space* in a broad interactional sociolinguistic framework. I focus on how speakers construct identity in relation to their 'homeland' and their 'host society' through discursive means such as code-switching (Collins and Slembrouck 2009), deictic shift as a positioning device (De Fina 2009, Hanks 1990, Haviland 2005, Herman 2001), and footing (Goffman 1981).

The analysis shows that G1 speakers claim a Lebanese identity in terms of geographical place, while G2 and G3 speakers claim a Lebanese identity in terms of cultural space (Paasi 2001). As the generations progress, the Lebanese speakers reveal a transition from a "diasporic" identity (Abdelhady 2011) towards a "hyphenated" identity (Giampapa 2001). The speakers' discourse reflects their navigation of daily life through a 'transcultural' lens; however, it is evident this navigation takes on different forms of identification across the different generations. This study provides insight into the differences between these two cultural identities as well as the transition between them, thereby helping us better understand how cultural identity is influenced by global movements and migration.

Mapping Southern American English, 1861-1865
Michael Ellis[1] & Michael Montgomery[2]
Missouri State University[1] – University of South Carolina[2] (page 5)

Since April 2015 is the sesquicentennial of the end of the Civil War, now is a particularly appropriate time to review the progress of the Corpus of American Civil War Letters (CACWL) project and to suggest directions it might go in the future. Since 2007, we have located and collected images of nearly 11,000 letters and

transcribed over 9,000 of these, totaling well over four million words. Of the transcribed letters, just over 6,000 were written by southerners (490 individual letter writers), a corpus extensive enough to begin identifying and describing what features were distinctively Southern in 19th-century American English. We have already mapped many of these features that are especially common in southern letters, for example, *fixing to*, *howdy*, past tense/past participle *hope* 'helped', qualifier *tolerable*, intensifier *mighty*, pronoun *hit*, and the noun *heap*. By way of comparison, we also have a somewhat smaller but rapidly growing collection of 3,000 transcribed letters written by individuals from northern states, and variant features from these letters are also being mapped. The work at present is very preliminary; there are thousands of additional letters to be collected and transcribed, particularly from northern states and from states west of the Mississippi. However, by mapping variants from letters that have already been transcribed, we can begin to get a better understanding of regional differences, as well as how regional features spread westward in the decades before the Civil War. We can also begin to obtain some sense of how American English in general, and particularly its regional dialects, may have changed since the mid 19th century.

The dynamic South: Inherent spectral change in the Southern Vowel Shift
Charlie Farrington[1], Tyler Kendall[1], & Valerie Fridland[2]
University of Oregon[1] – University of Nevada, Reno[2] (page **??**)

Southern varieties are well known to be affected by spectral shifts (the Southern Vowel Shift or SVS) that alter the positional relationship between the front tense/lax system. However, previous work on the SVS generally limits its focus to steady state formant measures and possible links between these shifts and durational and dynamic trajectory distinctions have largely been unexplored despite wide-spread discussions of Southern "breaking". In addition, recent research in urban areas such as Raleigh, NC has suggested a young urban retraction from SVS features, though, again, this is largely based on F1 and F2 measures only (Dodsworth & Kohn 2012). Recent sociophonetic work has highlighted the importance of vowel trajectory information (Wassink & Koops 2013; Risdal & Kohn 2013), and several studies looking at duration in Southern dialects, in particular, have noted significantly longer lax vowels than other regional varieties (Clopper et al. 2005; Jacewicz et al. 2007).

In this paper, we examine production data from speakers in three states across the south, Tennessee, North Carolina and Virginia, and ask: to what extent does spectral position (the typical measure of SVS participation) correlate with vowel duration and internal spectral trajectory for these speakers? By looking at speakers in three southern states that vary in degree of SVS participation, we can ask whether trajectories in the speakers with the strongest Southern shifted vowels are similar to non-shifted speakers based on measures of vowel nuclei. In addition to vowel trajectory differences between groups of speakers, we also consider measures of vector length and trajectory length (Fox & Jacewicz 2009) and Wassink's (2006) spectral and durational overlap measure, all of which have been found to vary across dialects.

Preliminary acoustic analysis reveals a front lax vowel pattern of two steady states giving the appearance of a more dynamic trajectory pattern for SVS shifters when compared to non-shifted Southerners. In essence, Southern shifted speakers produce similar spectral trajectories, showing more diphthongal characteristics compared to non-shifted speakers, who maintain more of a single steady state spectral shape. Thus, shift and vowel internal change may in fact work in tandem. We consider these findings in terms of early work on the Southern "drawl" by Feagin (1986) and the more recent work by Koops (2013), and ask how these patterns relate to recent findings on the reversal of the SVS in the urban South (Dodsworth & Kohn 2012).

The Noncanonical Characteristics of Chippewa
Eleanor Feltner - University of Kentucky (page 7)

This paper investigates the verb inflection of the Chippewa language. I argue that Chippewa verb inflection is noncanonical according to Greville G. Corbett's canonical inflection criteria (2007). As a member of the Algic language family, Chippewa (also known as Ojibway, Ojibwe, and Otchipwe) exhibits a number of interesting phenomena in the inflection of its verbs that point to a noncanonical typology. When looking at whether Chippewa conforms to Corbett's canonical ideal, I first used Frederic Baraga's grammar to construct inflectional verbal paradigms (1878). I then applied Corbett's criteria for canonical inflection to these paradigms. The table below is adapted from Corbett (2007:9). It briefly summarizes the typological framework I used to examine the Chippewa inflectional paradigms; in this framework, linguistic systems are classified and compared according to the direction and extent of their deviation from a canonical ideal.

Preliminary results show that Chippewa verb inflection deviates significantly from Corbett's notion of canonical inflection. The evidence for this conclusion is that the morphotactics of the paradigms of intransitive present indicative affirmative verbs in Chippewa differ across paradigms; person and number are realized by affixation in some paradigms but not in others. This shows how Chippewa verbs deviate from the first characteristic of canonical inflection. Additionally, the stems of certain verbs change within paradigms. An example of this is the lexeme IKKIT 'say,' which is also the realization of the stem in number and person in the first person singular but changes to ikkito-min in the plural. These results, among others, demonstrate that verb inflection in Chippewa is noncanonical.

	Comparison Across Cells of a Lexeme	Comparison Across Lexemes
Composition/ Structure	same	same
Lexical Material (shape of stem)	same	different
Inflection Material (shape of inflection)	different	same
Outcome (shape of inflected word)	different	different

Canonical Inflection

I am in the process of gathering more examples to further determine the degree of Chippewa's noncanonical inflection and also solidify the significance of the preliminary results. Chippewa is classified as a shifting language according to Ethnologue. The amount of available language data is scarce, which adds to the urgency to study this language's morphology. This paper seeks to expand the information available on Chippewa's verbal inflection systems and its noncanonical characteristics.

A Cross-dialectal Analysis of Variable Mood Use in Spanish
Aarnes Gudmestad - Virginia Tech (page 2)

Sociolinguistic research on mood use (the subjunctive-indicative contrast) in Spanish has demonstrated that native speakers (NSs) are variable in their use of verbal moods and that this variation is partly due to a slow change in progress that has been occurring for centuries, in which, generally, indicative use increases and subjunctive use decreases (Silva-Corvalán, 2001). Multiple linguistic and extralinguistic variables, such as semantic category, time reference, and task, have been shown to condition this variation (e.g., de la Puente-Schubeck, 1992). More recently, geographical region has been shown to be a possible source of variable mood use in Spanish (Gallego & Alonso-Marks, 2014). Furthermore, while previous studies have shown evidence of variation in monolingual (e.g., García, 2011; González Salinas, 2002) and bilingual (e.g., Silva-Corvalán, 1994; Waltermire, 2014) settings, recent investigations have suggested that maintenance of the subjunctive is strong in some monolingual settings and that bilingualism may contribute to the loss of the subjunctive (e.g., Gallego & Alonso-Marks, 2014; Waltermire, 2014). However, because of the many methodological differences across studies, comparisons and, consequently, generalizations are difficult to make. In light of this diverse body of research, the current study aims to understand more thoroughly the roles that geographical region and language setting play in variable mood use in Spanish by investigating

both factors in one research design.

In this vein, the study examines four groups of NSs of Spanish (N = 80), one from each of the following regions: Ecuador, Mexico, Spain and the United States. The data come from a contextualized-clause-elicitation task, a proficiency test, and a background questionnaire. The verb form produced in each item of the contextualized-clause-elicitation task was coded for the dependent variable (subjunctive or indicative) and three independent linguistic variables: semantic category, time reference, and hypotheticality. The independent extralinguistic variables investigated were geographical region and language setting (monolingual or bilingual). The data were analyzed quantitatively using cross-tabulations and binary logistic regressions. In terms of geographical region, the results suggest that subtle differences exist in the linguistic factors that influence variable mood use. Moreover, speakers living in a bilingual setting seem to use the subjunctive at a lower rate than those in a monolingual setting, and the linguistic contexts in which they use the subjunctive also differ from monolinguals. Thus, while geographical region appears to impact variable mood use, language setting seems to be a stronger predictive factor.

The Shawnee Alignment System: A Lexical Functional Account
Nathan Hardymon - University of Kentucky (page 7)

This paper looks at the alignment system in Shawnee, a polysynthetic language with person agreement marking on the verb for both arguments in transitive verbs. It is a direct/inverse language with person marking slots that are assigned based on an animacy hierarchy. Toward this end, this paper explores how the alignment system of Shawnee fits into the pattern of hierarchical alignment, first proposed by Nichols (1992) and Siewierska (1998) in order to account for languages where distinctions between A and O are not formally manifested by morphology but rather a hierarchy. Finally, this paper explores how Lexical Functional Grammar accounts for hierarchical alignment, specifically in Shawnee.

Surveying the linguistic terrain: Utilizing surveys near and far
J. Daniel Hasty[1], Becky Childs[1], & Gerard Van Herk[2]
Coastal Carolina University[1] – Memorial University of Newfoundland[2] (page 4)

The benefits of undergraduate research (Nagda et al. 1998) can be extended to large numbers of students through large-scale collaborative projects (Van Herk 2008), and recent work (Mackenzie et al. 2014, Van Herk et al. 2014) demonstrates the value of community-specific data obtained through surveys of local language use. To maximize both pedagogical and research benefits, however, we must localize existing techniques, taking into account the status and social meaning of local language features. In this paper, we contrast the challenges and rewards of usage survey projects (N=6200 to date) in two locales: Newfoundland and Appalachia.

Both regions are known for their marked and non-standard speech, and both populations are negotiating the social meaning of local language in situations of urbanization, post-insularity, and cultural revitalization. But there are also distinct differences that must be taken into account. In Newfoundland, nationalism, economic changes, urbanization, and recent wealth and access to education have led to rapid language change. In Appalachia, a recent boost in regional pride, as demonstrated through the increased popularity of music from the area, as well as a focus on Appalachian foodways and crafts movements, has helped elevate the region and its dialect locally and more broadly.

Our surveys emphasize the value and utility of adapting undergraduate research to local needs. In Newfoundland, undergraduates are participant observers who collect and analyze data from and about their home speech community. The benefits of this approach include student engagement and valorization of the

home language. In contrast, the Appalachian survey takes a different approach in that the undergraduate researchers are generally not members of the speech community under study. The study's base, Coastal Carolina University, is outside the Appalachian community, and most students come from the coastal South or outside of the South (i.e., the Northeast). These students then are analyzing data collected elsewhere in the Appalachian region. Here, students use the data to engage with theory and analysis, and more importantly to situate Appalachian English within the broader Southern English that they see locally.

In both cases, students gain a greater understanding of local language and its social embedding, as well as heightened engagement with their learning and investiture into the research community. The benefits for both pedagogy and knowledge-making are maximized by adapting to local conditions and needs. Following these models, faculty are able to combine teaching and scholarship in productive ways, even when outside their primary research community.

Creating a Dialect Project for Long-Term Success
Kirk Hazen - West Virginia University (page 5)

Creating a solid foundation for empirical research is one of the most important components of your research career. The most effective path to this foundation is to establish a dialect project with at least one data-rich corpus. A well-designed corpus in a multi-faceted dialect project will push you to enhance and diversify your career. To establish and maintain a successful corpus as part of a larger dialect project, the goals for your career and for the project must be tightly integrated and frequently reviewed.

This panel presentation argues that a sizeable corpus can be the foundation of a successful dialect project. The corpus itself must be established in the most workable format possible to allow for text searchability and acoustic analysis. The full-range of possibilities for the corpus will probably not be fully understood when the corpus is first constructed, but the structure of the dialect project provides the biggest conceptual umbrella under which one can tuck all the potential uses of a data-rich corpus.

This paper also discusses how to work with what you got: All of us deal with limited resources, but the important question is what project plans are feasible given those limitations. Most often, limited resources affect the speed by which you can accomplish goals. Limited resources do not have to affect the quality of the work.

Both the good and the bad organizational choices made in the West Virginia Dialect Project to establish the West Virginia Corpus of English in Appalachia (WVCEA) between 1998 and 2007 will be discussed. The usefulness of WVCEA for scholarly advancement and student training will be also illustrated. In all, constructing a corpus within a dialect project establishes a strong core from which many successful efforts can be launched.

An/A in Appalachia
Kirk Hazen, Kiersten Woods, Jordan Lovejoy, & Emily Vandevender - West Virginia University (page 4)

The word *one* has extensive entry in the OED which includes the origin of the indefinite determiner pairing *an/a*. The original form was reduced to just a vowel before consonants (e.g. a sword). The modern allomorphic split resides in the phonological division before vowels (*an*) and before consonants (*a*), reminiscent of the birth of the possessive *my* form (OE mīn), where the final nasal was maintained much longer before vowels (e.g. *mine eyes have seen the glory*). We argue that an/a is headed for the same path of reduction so that future varieties of English would have only a before all phonological environments.

In related research, Roeder (2012: 225) defines Definite Article Reduction (DAR) as "the definite article 'the'... variably pronounced as either the full form... or as a vowel-less reduced variant." Following her research and that of Jones (1999), we analyze the following phonological environment since determiners are syntactically attached to the following noun or adjective phrases; the preceding segment is of little importance in the reduction of the article. The following phonological environment for *an/a* in the speech of 67 native Appalachians was assessed phonologically and acoustically for variability, including pitch, intensity, and glottal pulsing. We also take into account the following syntactic environment (adjective or noun). To supplement this analysis and add a greater range of data, we also provide analysis of *an/a* patterns from the Corpus of Historical American English (COHA) and local student essays.

The results indicate that although the reduction of *an* to *a* in prevowel environments is still an incipient change, certain phonological traits favor it. Most prominent among them are the nasalization of the following vowel (e.g. *a anvil*), glottalization of the following vowel (e.g. [ə ʔep] *a ape*), and the rendering of determiner itself as a reduced schwa [ə].

The social trends present in the data are weak, and this variation does not appear to be part of any native's sociolinguistic awareness of Appalachian speech. The evidence from COHA does indicate that it is a rare occurrence in older writing, but modern student essays show an increasing usage of the fully reduced *a* in all environments.

The Sociophonetics of Z Devoicing
Kirk Hazen, Jordan Lovejoy, Margery Webb, Emily Vandevender, & Kiersten Woods
West Virginia University

Labov (2010: 287) explores "situations where the effects of coarticulation are strong enough to disrupt the unity of a phoneme and searches for evidence of a binding force that resists such disruption." In this search for a binding force, we ask how the sociolinguistic profile of a phonetic variable can inform us about the phonemic grouping of its sounds. Our search for this binding force focuses on /s/ and /z/ in English, two sounds not phonemically distinct until the Middle English period. Recent investigation of voicing-related acoustic phenomena in Appalachia reveals important overlaps for these sibilants, providing fertile territory in which to search for Labov's binding force on consonant variation. Phoneticians have known for decades (e.g. Smith 1997) that devoicing was present in English word-final fricatives (e.g. *bees* [bis]). For US English, Purnell, Salmons, Tepeli, and Mercer (2005) demonstrated that voicing is not a unitary feature but is composed of acoustic qualities. We ask if there is synchronic variation or an on-going sound change disrupting the boundaries between word-final /z/ and /s/.

To answer these questions, we investigated the sibilant contexts in sociolinguistic interviews with 67 native Appalachians. We conducted a sociophonetic analysis of seven social variables and ten acoustic qualities for tokens of both word-final environments (e.g. lose [luz]) and word-internal environments (e.g. losing [luzɪŋ]). Acoustic qualities include preceding segment duration, sibilant duration, percentage of glottal pulsing, and center of gravity (Gradoville 2011).

For word-internal environments, there is no systematic progression across the speaker's age or other social categories that indicates change in progress or disruption of phonemic boundaries. The historical internal /s/ forms have kept distinct their acoustic qualities from those of internal /z/, despite the pressures of surrounding voiced sounds.

For word-final environments, areas of acoustic overlap arise: e.g., speakers make no significant difference in preceding vowel duration before /s/ and /z/. Additionally, the percentage of glottal pulsing falls in a bimodal distribution for /z/, with about half the tokens showing either no glottal pulsing or full glottal pulsing.

Synchronic social differentiation was found with a few acoustic correlates, especially sibilant intensity and center of gravity. Wide variability exists between individual speakers for these acoustic qualities, but no socially-grouped directionality arises for all voicing qualities. We conclude that Labov's binding force results from an absence of directionally-reinforcing social pressures. Thus, the sociolinguistic profile of a community informs us about the status of minimally contrasting sounds and possible future paths of change.

Creating gender-neutral stimuli
Amy Hemmeter - North Carolina State University (page 6)

Studies of perception in gender are considerably more rare than production studies, and I contend that one of the reasons for this is that acoustically altering audio stimuli for the purpose of testing certain linguistic aspects of gender is quite difficult. Any aspect of the performance of gender is complex and multi-layered, but perhaps none more so than language. In this project, I make an effort to create perceptually gender-neutral stimuli for the purpose of running perception experiments about gender. At this time, testing the stimuli themselves for whether participants think of them as gender-neutral is the most feasible way of creating such stimuli. I chose tall women to record raw stimuli, because they have longer vocal tracts than women of equivalent size and are therefore more likely to approximate some of the acoustic correlates of men's voices, especially formant frequencies. I then altered the f0 of the raw stimuli to become more gender-ambiguous, and I tested participants to see whether they thought of these speakers as "male" or "female." Roughly two-thirds of the stimuli were judged as female, while one-third were judged as male. The stimuli created by this study could be used as convincing gender-neutral stimuli in order to study other acoustic correlates of gender perception, especially when listeners are influenced by the use of visual stimuli (i.e. pictures).

Exploring the Permissible Use of the Experienced Past and Non-Experienced Past Suffixes in Cherokee Verbs
Razia Husain - University of Kentucky (page 7)

Cherokee is a highly synthetic language from the Iroquoian family in which verbs take center stage. The aim of this paper is to explore the use of experienced past (EXP) and non-experienced past (NXP) suffixes on Cherokee verbs. Pulte (1985) and Anderson (2008) assert that the EXP suffix is used specifically when the speaker has experienced an event using (at least) one of the five senses and NXP is used for actions known indirectly. For example, EXP can be used if the speaker physically observes a rainfall but NXP has to be used if his knowledge of the rainfall is derived from the puddles on the sidewalk. However, upon close examination, it is evident that there are instances where this dichotomy of usage fails. These instances may have some footing in the original definition but are nonetheless not very well explained.

Based on the available data in the Anderson (2008) dissertation, I will argue that EXP is not always used in reference to the speaker. For example, in a sentence with two embedded clauses, even if a speaker has not experienced an entire event, the verb in the second clause may still use an EXP suffix if the subject in the first clause is in a position to have directly experienced the action performed in the second clause. Take for example the following sentence:

(1) nookwu   wi-uu-kooh-é?i   wi-a-atithliis-vv́?i   na   taksi
    now   TRN-3B-see:CMP-NXP   TRN-3A-run:CMP-EXP\SUB   that   turtle
    he saw the turtle running

The fact that 'saw' is in NXP because the speaker didn't experience this action but the 'running' is in EXP because the subject of the first clause 'he' experienced it, makes it a classic example of how the EXP and NXP can work in a multi-clausal sentence.

Examples from a text consisting of fictional writing will be presented to show that the strict dichotomy established in previous work on Cherokee is not always maintained and there are scenarios other than sensory experiences, which can warrant the use of an EXP suffix. Using comparative analysis of verbs with NXP and EXP suffixes, I will show that EXP can also be used for existential 'be' verbs that are used to establish the existence of a noun and for temporal and locative 'be' verbs establishing a time period or location for an event. In other words, in addition to subordinate clauses, EXP suffixes may also be used for verbs denoting 'truths' or common knowledge.

Kansai-ben and the New South: Ethics of SAE Translation in Japanese Media
Jonathan Inscoe (page 3)

Stemming from cultural translation studies and Antoine Berman and Lawrence Venuti's work in the mid-1990s, studies on dialect translation ethics emphasize differences between source and target language and culture in translation practices. Despite recent work–see B.J. Epstein's (2013) work on translation ethics in Huckleberry Finn or Rodriguez and Maria's (2011) study on English-Spanish translation in Sons and Lovers–ethics of dialect translation is still a relatively under-researched subject, especially with regard to media alternative to classic literary works.

Considering the rise in American youths' interest in Japanese media, one productive target of research for dialect translation ethics would be Japanese comics, animation, and video games. Translation of the Kansai dialect in particular is vastly understudies, yet speaks to the ethics of equivalence between dialects of similar personality and sociocultural characteristics. The Kansai accent (or Kansai-ben) of Japan features prominently in Japanese literature as well as popular manga and anime, often typifying obliquely "other-ed" characters with social characteristics identified with the Kansai region: informal, with a roughness of character and a lack of education, yet warm, friendly and emotional in comparison to the standard Tokyo dialect (Satoshi 2003; TVTropes). When the target language is English, Kansai-ben is typically translated into either a stereotypical Northeastern American accent (e.g., Brooklyn or New Jersey) or a Southern American accent (TVTropes); this study will focus on the latter. It follows to ask whether this equivalence between dialects is justifiably ethical or overly reliant on reducing culturally-inherent dialects to "other-ed" personality types.

This paper seeks to analyze and understand the processes governing Kansai-ben translation into dialects of American English, particularly Southern American English. Original research is conducted across various translated Japanese media. The history of Kansai-ben-SAE translation is examined with a focus on perceived sociocultural similarities. The ethics of dialectal equivalence are discussed using Berman's model of translation ethics, theorizing the impact Kansai-ben translation may have on perspectives of SAE speakers in changing or enforcing Southern American stereotypes through literal or deformative translation, especially in a culturally rich and increasingly diverse New South; additionally, this study questions how changing attitudes toward Kansai-ben in Japan may affect future translation practices. Further, a distinction between macro- and micro- translation practices is suggested for translation studies focusing on alternative media in an internet-savvy society.

Grammatical Features of Xhosa-English Codeswitching: Maintaining a Xhosa Identity
Janice Jake[1] & Carol Myers-Scotton[2]
Midlands Technical College, Columbus SC[1] – Michigan State University[2] (page 5)

Informal interviews with Xhosa-English bilinguals (N=48) in South Africa living in an area far from their homeland (Gauteng Province) resulted in Xhosa-English codeswitching (CS) as the unmarked choice,

although the interviewer, an L1 Xhosa-English bilingual, introduced the interview in Xhosa and then spoke largely Xhosa, with only a few switches to English words or short phrases. The occurrence of many English elements might suggest that a gradual, not an abrupt, shift is occurring. But morphosyntactically, the evidence supports the hypothesis that the ongoing shift is abrupt, not gradual, showing that when speakers shift their public language, it is from one grammatical system to another at the clause level (Myers-Scotton, 2007); either Xhosa or English provides the grammatical frame for bilingual clauses. The variation found in mixed constituents in bilingual clauses provides evidence for maintenance of Xhosa. For example, in clauses largely in English, Xhosa noun class prefixes occur on English nouns, suggesting social factors do play a role in determining the structural outcome of language contact. See (1). Such data also illustrate how the impact of Xhosa on English is limited to conceptually salient grammatical elements, such as noun class markers, in terms of a psycholinguistic production model (e.g., cf. Bock and Levelt, 1994).

(1)   So everyday you must be prepared for **int-we-njalo**   and **i**-life, ...
                                                              thing-of/ASSOC-like.that   NC9-life
       'so everyday you must be prepared for things like that and life, ...'
       Xhosa/English (Myers-Scotton, 2005)

However, when Xhosa frames a bilingual clause, it affects CS. For example, Xhosa verbal extensions clarify how nominals are mapped onto predicate argument structure, when verb valences differ in Xhosa and English. In (2), increase, a verb which can be intransitive or intransitive, occurs with -el, the applied extension, in a transitive Xhosa grammatical frame:

(2)   ba-si-**increase**-el-a   i-crime, ...
       3PL-PRET-increase-APPL-INDIC.FINAL.VOWEL   NC9-crime
       'They increase the crime, ...'
       Xhosa/English (Myers-Scotton, 2005)

The ongoing demographic changes in South Africa provide an opportunity to observe language change and the development of CS as an unmarked choice for at least some interactions. The Xhosa-English CS data analyzed in this paper support the hypothesis that CS reflects Xhosa structure when English lexical items occur within a Xhosa frame and that English accommodates to Xhosa even when English frames the clause. The analysis of the interview data also illustrates that there are morphosyntactic limits to such CS and that there is always an identifiable Matrix Language (Myers-Scotton, 1993).

Perceiving New England: An Examination of Dialect
Benjamin Jones - University of Kentucky (page 4)

Research into the dialects of the New England states (Connecticut, New Hampshire, Maine, Massachusetts, Rhode Island, and Vermont) has traditionally split the region into distinct geographic regions based upon variations in production. Generally, such regions have been considered relatively stable in terms of their variation (Carver 1989, Labov et al. 2006); however, recent work in the area has found that the traditional dialect boundaries have begun to shift (Johnson 2010, Stanford et al. 2012). Such studies have focused on very specific regional changes in production, not on the perceptual salience of the features observed to be in flux. To date very few studies have examined how New Englanders perceive the regional divisions, and usually only within small subsets of the larger New England region (Ravindranath and Fernandes 2014). What has not been examined is how speakers across this region both perceive and evaluate local regional dialects.

This study examines regional perceptions of dialects in all six of the New England states. Speakers have been asked to identify areas with differing varieties through the draw-a-map task found in perceptual dialectology (Preston 1989). These responses are then aggregated using GIS software and examined for overlap of perceived regions on the part of the respondents. The data include descriptions provided about the identified

regions in combination with evaluations of state-level speaker attributes such as pleasantness, education, and honesty. Historical information about the settlement of the various states (i.e., the splitting of Maine and Rhode Island from Massachusetts at different historical points, recent demographic changes) are considered alongside the data in drawing conclusions, especially as they relate to the Founders' Effect or Doctrine of First Settlement (Zelinsky 1973). Results are used to identify areas of salient dialectal features across New England, informing contemporary and future research into language change in a region considered as stable.

Southern Shiftiness: Intra-Regional Variability in Vowel Production and Perception across the South

Tyler Kendall[1] & Valerie Fridland[2]
University of Oregon[1] – University of Nevada, Reno[2] (page 6)

While the Southern Vowel Shift (SVS) is a well-documented and long-standing feature of Southern American English and a central factor in the persistent "accentedness" of this dialect region (Allbritten 2011), recent research has also documented regional variability in Southerners' engagement in the SVS (e.g. Fridland 2012) and evidence of decreasing participation in a number of Southern cities (an "urban retreat", e.g. Dodsworth & Kohn 2012). Yet, recognition of the South as a strongly salient dialect region has not waned–despite the fact that large-scale economic, migratory and social changes have, in fact, significantly altered much of the Southern landscape, leading to key ecological differences among places and speakers. These differences raise the important question: How uniform, in terms of vowel position, is the Modern South and how might socio-cultural and migratory differences within the region have led to differences in engagement with Southern norms?

In this paper, we draw from production data as well as perception data from a multi-regional vowel identification study to examine similarities and differences across the U.S. South in terms of both engagement in the SVS and perceptional behavior. Drawing from over 150 Southern participants in the perception study (from Tennessee, Virginia, and North Carolina), 41 for which we also have vowel measurements taken from reading passage and word list speech productions, we examine the extent to which we find differences in the overall engagement in the SVS by state and by individual. A key aspect of our work rests on measuring both production and perception in regard to the shift–that is, what do (the same) speakers produce and what do they report hearing in vowel identification tasks?

Results from this work indicate variable participation in the SVS by state, with Tennesseans engaged more fully in the Southern Vowel Shift than either Virginians or North Carolinians. Virginians, in fact, behave quite distinctly from the other two sites in production although they still adhere, albeit more loosely, to Southern vowel norms. Meanwhile, to a large degree, participants across the region perform similarly in the vowel identification task, particularly when examined in light of results from participants from the Northern (Inland North) and Western U.S. Overall, what emerges is a South in a period of flux–affected by changing demographics yet not moving toward vowel shifts found widely outside the region.

The Development of a Stance Annotation Scheme: Lessons for Computational Linguistics and Sociolinguistic Theory

Scott Kiesling[1], Jacob Eisenstein[2], James Fitzpatrick[1], & Umashanthi Pavalanathan[2]
University of Pittsburgh[1] – Georgia Institute of Technology[2] (page ??)

Research in computational linguistics has increasingly turned to issues of interpersonal meaning, such as sentiment (Pang and Lee 2008), emotion/affect (Tausczik and Pennebaker 2010), and politeness (Danescu-Niculescu-Mizil et al. 2013). In sociolinguistics and linguistic anthropology, a focus on interpersonal meaning is far from new (Brown and Gilman 1960) but more recently has been conceptualized

in terms of stancetaking. Our partnership of computer scientists and sociolinguists is working towards the use of stance in corpus analytic investigations.

In this paper, we report on efforts to create a corpus of online discourse annotated for stance, following a version of Kiesling's (2011) schema. Our corpus is composed of a subsample of posts to the popular internet discussion site Reddit. We originally sampled a set of 'subreddits' to achieve a topically-balanced corpus: fitness, parenting, metal (music), and the city-specific subreddits for Pittsburgh and Atlanta. Each subreddit contains a set of threaded discussions, in which each new post may respond either to the original post (e.g., a question, claim, or link), or to other posts in the thread. For each post, we had three or four annotators first determine the stance focus, and then annotate it on a five-point scale for affect (attitude towards stance object), alignment (attitude towards the interlocutor), and investment (attitude towards the talk itself).

Inter-rater agreement was computed using Krippendorf's alpha (Hayes and Krippendorf, 2007), and disagreements were discussed, leading to refinements in the annotation guidelines. Given this training and development regime, we expected agreement to increase over time, but it was relatively flat, at $\alpha = 0.6$ for affect and $\alpha = 0.3$ for the other two attributes. Because it seemed that different issues caused the disagreements with each new conversation, we hypothesized a *speech activity* effect: for example, in the parenting and local city subreddits, people tended to ask questions or give advice and help, while in the metal and fitness subreddits, there was more argument and sarcasm. The Research in computational linguistics has increasingly turned to issues of interpersonal meaning, such as sentiment (Pang and Lee 2008), emotion/affect (Tausczik and Pennebaker 2010), and politeness (Danescu-Niculescu-Mizil et al. 2013). In sociolinguistics and linguistic anthropology, a focus on interpersonal meaning is far from new (Brown and Gilman 1960) but more recently has been conceptualized in terms of stancetaking. Our partnership of computer scientists and sociolinguists is working towards the use of stance in corpus analytic investigations.

We therefore moved to annotating a single subreddit over ten threads, focusing on the "Explain Like I'm Five (ELI5)" subreddit, where the speech activity is more focused. Preliminary data suggest that the repetition of speech activity has indeed increased agreement. This result suggests that stance is tightly related to the speech activity, which should therefore be better integrated into models of interpersonal stance.

**Transition Zones: A Study of /ai/ Monophthongization in Owensboro, KY & Evansville, IN
Kaitlyn Lee - University of Kentucky** (page 6)

In my study, I research lexical, phonological, and perceptual differences between Owensboro, KY and Evansville, IN. These cities are significant because they lie on opposite sides of the Ohio River, and, traditionally, on opposite sides of a dialect boundary (Carver, 1989). Most recently, in The Atlas of North American English (ANAE) (2006) Labov, Ash, and Boberg have placed Evansville, in the Midland region, while Owensboro lies directly between the Southern and Midland dialects. In my research I conducted a pilot study to look at trends in Owensboro to see if residents follow more of a Midland or Southern dialect.

For this presentation I have decided to analyze and present /ai/ monophthongization between the two cities in an effort to evaluate Owensboro as Midland or Southern. In the ANAE, Labov et al. used /ai/ monophthongization as a main dividing features between the two dialects.

> "The Southern region is defined with greater clarity and precision by the outer limits of the Southern Shift, a more complex and extensive set of sound changes. The Southern Shift is triggered by the removal of /ay/ from the subsystem of front upgliding vowels: the deletion of the /y/ glide or monophthongization of /ay/, often with a slight fronting of the resulting long nucleus." (Labov et al., 2006, pg125)

In preliminary analysis, my Owensboro, KY data seems to have similar results with Evansville, IN. There is variation among the twenty participants from each city, with some showing /ai/monophthongization while others do not use this feature. This contrasts with Labov et al. in the ANAE, where there was no monophthongization found in Evansville (pg. 128). There is also variation in the extent that /ai/ monophthongization is used, with some phonological settings more likely to have monophthongization than others. This phonological setting hierarchy parallels the results in the ANAE (Labov et al., 2006). For this project and presentation I will continue my analysis using Praat in order to quantify my data. I will model my /ai/ monophthongization analysis off of the guidelines established by Cramer (2009, 2010) in her study of Louisville speech and /ai/ monophthongization.

In other areas of this project, I have found that residents in these two cities sound alike, with Owensboro exhibiting Midland features (low back vowel merger and merger transition with no glide), and Evansville, which lies in the Hoosier Apex (Carver, 1989), also exhibiting Southern features (use of "Coke" and "y'all").

Stancetaking in International Service Learning Reflection: A Discursive Model of Assessment Kim Lilienthal - North Carolina State University (page 4)

For service learning to develop as a transformative learning experience for college students, pedagogical methods for incorporating service learning and reflection into an academic environment must be studied in detail. With the goal of facilitating deeper reflection that addresses social issues in service learning, scholars from multiple disciplines have sought to develop a method of implementing and providing feedback on student reflection. This study provides new implications for reflection assessment through a discourse analysis of reflective writing, with distinct attention paid to how students use stancetaking when reflecting on community partners and social issues in international service learning experiences. The 17 reflections studied here were collected from students at a North Carolina liberal arts university after they had participated in international service learning during an Alternative Spring Break. International service learning experiences such as these are important for undergraduates as they contribute to students' global perspective on world issues and often result in an interest in local service in their university community. Maximizing the learning potential of reflection is significant for universities that continue to enmesh international and local learning experiences.

Drawing upon the Kolb Experiential Learning Cycle and Bradley's criteria for reflection assessment (Bowen, 2007; Bringle & Hatcher, 1999), reflections are coded for their depth and quality and categorized as Level 1, 2, or 3. They are then coded for examples of evaluative, epistemic, and affective stances (Du Bois, 2007), and connections are drawn between the type and frequency of stances taken and the level of reflection. Results show that there is a correlation between the type of stance and the attitude revealed through the stance (positive or negative), with the lower level reflections showing more negative stances and the higher level reflections showing more positivity overall. The three types of stance are relatively evenly distributed among all reflections, but the ways in which students use each type are unique and noteworthy.

Based on these results, a new set of criteria for reflection assessment, modified from Bradley, accounting for stancetaking is suggested. The implications of these results are important for reflection assessment because they can give teachers specific language to use when providing feedback for students' reflections. If students become more aware of their often unconscious language choices and stancetaking, they will be able to progress to a higher level of reflection and a deeper understanding of social issues, leading to a transformative learning experience.

Franco-Jeunes and Non-Franco-Jeunes: Perspectives on Language and Culture in South Louisiana
Tamara Lindner - University of Louisiana, Lafayette (page 2)

The character of South Louisiana's "Cajun Country" is commonly interpreted as being strongly linked to its francophone heritage in spite of the fact that monolingualism in English rather bilingualism with Louisiana French has become the generally accepted norm for inhabitants of the region. At present, in a positive development for the status and future of French in Louisiana, a number of young community groups have appeared with the mission of promoting the use of French in various domains. The most visible is FrancoJeunes, a "group of dedicated young French-speaking Louisiana professionals" that "seeks to further engage French speakers, especially young professionals, in Louisiana's francophone community" and that hosts events such as cash mobs ("piastres en masse") at Francophone-friendly businesses in the area. The Fédération des jeunes francophones de la Louisiane and the Association Jeunesse à Lafayette are aimed at French-speaking teenagers, encouraging them to participate in Francophone events. From the point of view of many young Francophone activists, the current conceptualization of the Cajun French culture of South Louisiana encompasses all elements of its French-speaking populations. However, those with limited French ability and even non-Francophone young community members certainly also claim Cajun identity and culture as their own. Thus arises the question of the understood importance of linguistic ability in Louisiana French as an essential element of Louisiana French culture in this generation as a whole, from the point of view of today's young adults along the range of the language-ability spectrum. Questions relating linguistic skills in French –speaking, understanding, knowing 'a little,' knowing none –with an understanding of the local culture were presented to participants in studies conducted with university students enrolled in beginning and intermediate French and Spanish courses in 2010 (n = 472) and 2013 (n = 376). The same questions as well as the results of the two studies will be used to inform interviews with young activists as well as local university students with varying French ability in an attempt to compare perspectives and develop a more nuanced understanding of how young adults in South Louisiana view the relationship between the Cajun French culture and the vernacular variety of French associated with it.

Spanish Substrate Influence on Miami Latino English
Lydda López & Nandi Sims - Florida International University (page 3)

This paper presents the further findings of the first large-scale, systematic study of English phonetics in Miami using instrumental techniques. The most recent large-scale study of dialects in the U.S. conducted by Labov, Ash, and Boberg's (2006) ANAE classified South Florida as part of the Southeastern Super Dialect Region leaving the speech of South Florida's non-Anglo population unstudied since Latinos comprise 79% of the population in Miami-Dade County. The current analysis expands on our research presented at the New Ways of Analyzing Variation conference in 2014 by considering the speech of 43 Miami born participants.

Sociolinguistic interviews were conducted with: 10 Miami Anglo Whites and 33 Miami Latinos of various national-origin groups. We focus our attention on two aspects of second and third generation Latinos: 1) prosodic rhythm to examine the extent of syllable-timing in Miami English, and 2) vowel quality (/i, ɪ, ai, æ, ə, ɔ, ɑ, u/) to examine the nature of the Spanish influence on English in Miami. Vowel quality and prosodic rhythm have been shown to be sensitive to cross-linguistic conditioning in sustained contact situations in the U.S.

We analyzed prosodic rhythm using the Pairwise Variability Index (Low and Grabe, 1995), which quantifies the degree of stress- or syllable-timing in a speech variety while controlling for speech rate, and we followed protocols for adapting PVI to naturalistic speech (Thomas and Carter, 2006). For each speaker, 200 syllable-to-syllable comparisons were made then mean PVI scores were calculated. For the vocalic analysis, a minimum of 15 non-repeating tokens of each vowel were analyzed for F1, F2, and F3 values using PRAAT. Measurements were taken at the midpoint for monophthongs and three temporal locations for diphthongs.

Two allophones of /æ/ were considered: pre-nasal and pre-non-nasal, since Latinos in other US regional setting have been shown to resist the raising of /æ/ prenasally. Vowel data were normalized using the Bark difference metric (Syrdal and Gopal, 1986). Tokens for the vowel variables were coded for phonetic environment as described by Thomas (2011).

Although some individuals pattern with Anglo Whites for some features, English among Miami-born Latinos exhibits durable substrate influence from Spanish well into the third generation. Latinos were significantly more syllable-timed than the Anglo Whites, confirming the results of numerous prosodic rhythm studies conducted in the US. Surprisingly, Latinos demonstrated the allophonic split for /æ/ that characterizes English throughout North America, but demonstrated significantly backed /u, o/ relative to Anglo Whites.

Ethnicity, identity labels and Spanish fluency: Does speaking Spanish make Hispanics more 'Hispanic'?
María-Isabel Martínez-Mira - University of Mary Washington (page 5)

Research on language and ethnic identity has been a popular field of study throughout the years. As a result, there is a significant number of studies accounting for the relationship between language and ethnicity (e.g. Giles and Johnson 1981; Gumperz 1982; Eastman 1985; Rampton 1995; Walton 2004, among others). Likewise, there is an extensive body of work with regards to ethnic identity issues within the Hispanic population in the US in general and the Southwest in particular (González 1973, 1975; Floyd 1978; Merino 1983; Rivera-Mills 2001; Martínez Mira 2005).

Ethnic identity among Hispanics has been analyzed in terms of ethnic labels as historical/ideological constructs (e.g. Gonzales 1997). Interestingly, studies of heritage language/fluency (e.g. Kim and Chao 2009) seem to indicate a link between heritage language fluency/ethnic identity for second-generation Mexican adolescents; moreover, "fluency in Spanish (for reading and writing only) [and] ethnic identity was also important for the school effort of second-generation youth group" (2009:36). Therefore, this presentation will study the relationship between context of language maintenance, generational status, heritage language fluency and ethnic identity in a specific group of Spanish speakers: college Hispanic students enrolled in Spanish as a heritage language classes in Albuquerque, NM. The goal of this study is to determine whether the relationship between language fluency and ethnic identity is in fact plausible in this group of Hispanics.

In order to test this, participants completed several questionnaires. The first one, an adaptation of Escamilla (1982) and Rivera-Mills (2000) and sociodemographic in nature, was intended to find out participants' generational status. In the second questionnaire, adapted from Rivera-Mill (2000) and from Phinney's (1992) Multigroup Ethnic Identity Measure Test, participants self-evaluated their language ability answering multiple-choice questions; they also used a Likert scale to voice their opinion on statements regarding their level of acculturation, their ethnic/identity perception, and whether they thought there was a correlation between the latter and their fluency in Spanish. Last but not least, some subjects volunteered to participate in a semi-guided interview, where they were asked to elaborate on some of the topics mentioned in the second questionnaire. The data from Albuquerque, NM, is currently being analyzed; results will hopefully shed some light on the correlation (if any) of language fluency and ethnic identity within Hispanics, and whether there is any connection between these two elements and the participants' choice of labels such as 'Hispanic,' 'Mexican-American' or 'Spanish-American' to define their ethnic/identity status.

Intonation Variation in the South
Jason McLarty - University of Oregon (page 3)

Two varieties of Southern American English, African American English (AAE) and European American English (EAE), have shared similar geographic and linguistic histories, though the degree of shared linguistic

systems is still up for debate (Fasold et al. 1987; Labov 1998). Though intonation has been examined in American English over the last forty years, intonation studies of these regional varieties in sociolinguistic contexts remain lacking. Perception experiments, production studies, and anecdotal evidence suggest that AAE exhibits prosodic patterns, specifically intonation, that differ from other varieties of American English (Thomas and Reaser 2004; Thomas and Carter 2006; Thomas et al. 2010). In production-based sociolinguistic studies, AAE shows a higher density of dramatic rises and falls of the pitch contour which is unique to AAE, and remains distinct from other EAE varieties (Tarone 1973; Wolfram and Thomas 2002; McLarty and Thomas 2010; McLarty 2011; McLarty 2013).

The current study is an analysis of the intonational patterns of 12 natives of Raleigh, NC, balanced across sex and ethnicity from sociolinguistic interviews (Dodsworth and Kohn 2012). The present-day analysis is supplemented with archival recordings of 12 ex-slave and white Confederate era speakers, also balanced across sex and ethnicity (Library of Congress American Memory; Joseph Hall Tapes) to understand if the prosodic patterns have changed over time. Using the ToBI transcription of Mainstream American English, we analyze prosody at the level of intermediate phrase boundaries (L- and H-), as well as the type and relative frequency of pitch accents (H* and L+H*) in conversational speech, which allows us to quantify differences in intonation between speakers (Beckman et al. 2007).

Results indicate both that there are differences between these two ethnolects and that the prosodic patterns have changed over time. While the AAE speakers remain relatively stable over time in their use of intermediate phrase boundaries and pitch accents, it appears that modern EAE speakers are becoming more like their modern AAE counterparts. This change in both type and frequency of pitch accents and phrasal boundaries for EAE speakers demonstrates the complexity of the relationship between these two ethnolects, highlighting the nuanced ways in which prosody can change over time in contact varieties. The incorporation of archival recordings allows us to better understand the nature and role that prosodic patterns have played in the development of these two ethnolects over time, expanding our understanding of English varieties in the South.

The Absence of the Pin-Pen Merger in Miami
Kelly Millard - Florida International Univeristy (page 6)

The present study takes into consideration the common phonetic feature of southern American dialects to merge the /ɪ/ and /ɛ/ vowels in the pre-nasal context of a stressed syllable so that both vowels take on qualities that are comparable to that of /ɪ/. The research presented here addresses the question of whether or not the pre-nasal /ɪ/ and /ɛ/ merger, which characterizes most of the U.S. South, is a part of the variety of English emerging in South Florida today by investigating the production of the vowels in question by English speakers in Miami. Because Miami, Florida is not representative of typical southern dialect varieties, the hypothesis suggests that these vowels will in fact be represented as two phonetically distinct vowel phonemes.

This study is based on three different types of data elicitation techniques including a sociolinguistic interview, recitation of word lists and a reading passage. All of which were conducted with two groups of participants; Anglos and Latinos. The two population groups were distinguished in order to answer the question of whether or not Latinos and non-Latinos demonstrate differences in their production of /ɪ/ and /ɛ/ when in the pre-nasal context of a stressed syllable. All of the participants included in the study are Miami natives.

The speech samples from each participant were collected and analyzed in order to investigate the vowel qualities of /ɪ/ and /ɛ/ and to examine whether or not this merger has taken place in the speech of Miami natives. For each participant, the vowels in question were acoustically analyzed using PRAAT by measuring the F1 and F2 values taken at the midpoint of each occurrence of the vowel. The mean values of the vowels were then calculated and plotted on vowel charts in order to demonstrate whether the vowels have merged together or remain separate. The results from this study confirm that the Miami dialect does not share this

common characteristic feature of Southern U.S. dialects. Furthermore, the results show that there was no significant difference in the production of /ɪ/ and /ɛ/ between Latino and non-Latino speakers of English. The results from this study provide further insight on Miami English as a dialect which does not share the regional dialect features of English in the Southern U.S.

Acquiring phonemes: What distributional information do infants receive in child-directed speech?
Emily Moeng - University of North Carolina, Chapel Hill (page 3)

Many acquisitionists (e.g., see reviews such as Kuhl, 2004) assume that infants form phonemes by utilizing Distributional Learning (see below). Although influential, it is claimed that the Distributional Hypothesis alone cannot arrive at the correct number of phonemes when given data taken from natural language, due to wide phonetic variability in natural utterances. This project seeks to evaluate a proposal aimed at overcoming the Overlapping Categories problem, by analyzing both vowels and glides in infant-directed speech in the Yamaguchi French Corpus (Yamaguchi, 2007) of French in CHILDES (MacWhinney, 2000).
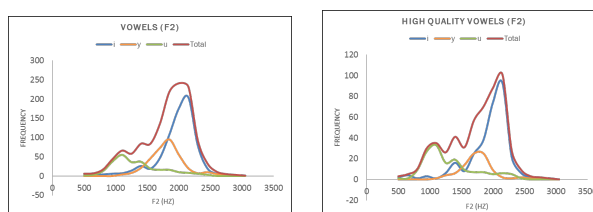
According to the Distributional Hypothesis, infants acquire phonemes by mapping tokens into some n-dimensional phonetic space and noting peaks in token frequencies in this space. If there are two peaks in token frequency, the learner will infer that there are two phonemes; if there is one peak in token frequency, the learner will infer that there is only one phoneme (see Maye et al., 2002).
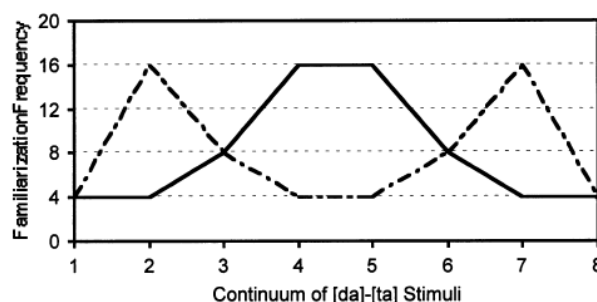
Although the Distributional Hypothesis has been influential among acquisitionists, it has been noted by a number of researchers that the clear frequency distributions utilized in the experiments supporting this hypothesis are not found in natural speech (the "Overlapping Categories" problem), especially in the case of vowel phonemes (Swingley, 2009; Bion et al., 2013). It has been suggested that infants are able to overcome the Overlapping Categories problem by attending to phones which have been prosodically emphasized, and that these "high quality" tokens will yield distributions similar to those expected by the Distributional Hypothesis.

The current project compares the distributions of stops, fricatives, glides, and vowels, and seeks to evaluate Adriaans and Swingley's proposal for vowels and glides. Results for vowels are shown below.

It is found that stops and fricatives follow the predictions made by the Distributional Hypothesis, but that, even when analyzing just the subset of "high quality" glides as indicated by the adult speaker's prosody, the greater number of /j/ tokens compared to /w/ and /ɥ/ will yield a distribution which is not trimodal.

This would suggest that prosody indicating "high quality" examples is not sufficient for a purely Distributional Hypothesis, suggesting the need for further cues utilized by the learner, such as the infant's developing lexicon (Feldman et al., 2013). Currently, a quantitative measure of "category overlap" is being explored.

Appalachian Englishes in Their Sub-Regional Contexts
Michael Montgomery - University of South Carolina (page 5)

As much as linguists have emphasized "diversity" in American English, they tend still to speak often in generalities when it comes to geographical differentiations. This statement may not be true for vowel systems or to traditional vocabulary, where the *Atlas of North American English* (Labov et al. 2006) on the one hand and research by linguistic atlas projects on the other have delineated many regions, but it does pertain to morphosyntax. A tiny handful of local studies (e.g. Feagin 1979, Wolfram and Christian 1976) remain generic for textbook discussions and larger, cross-regional comparison.

No regions of the country have faced the problem of overly broad characterization, and arguably stereotyping, using local or very limited studies, than have the American South (for white speech) and of Appalachia. Hundreds of published studies have done little to qualify constructs such as "Appalachian English." Perhaps part of the problem is that even when they are explicit about such matters (and they rarely are), linguistic studies use differing methods of analysis or fieldwork. Another issue is that, as Wolfram has frequently stated, morphosyntactic features tend to be differentiated quantitatively and it is a "constellation" or clustering of such differences that most truly characterizes regional varieties.

To move beyond unqualified statements and perhaps also to meet stereotypical ones head on, the need would therefore seem to be twofold. The first is that analyses should be based on fully accessible data. The second is that data from different places should be subjected to exactly the same framework of analysis, resulting in quantitative profiles that are then comparable to one another. The most obvious way to meet these goals in an accountable fashion is to compile sizable, accessible corpus from several linguistic sub-regions. This presentation outlines a corpus resource designed to accomplish these goals, the Archive of Traditional Appalachian Speech and Culture, which comprises meticulous orthographic transcriptions of oral history recordings of nearly three hundred speakers from eleven areas of Appalachia from West Virginia to northern Georgia. Oral history recordings, collections of which are abundant in Appalachian libraries and archives, have distinct advantages over ones typically collected by sociolinguistic interview projects. At present ATASC is over 1.5 million words in size. In making audio recordings and accompanying orthographic transcriptions available and accessible, ATASC aims to permit researchers to analyze raw material for themselves, producing a much clearer view of the diversity of Appalachian English(es).

A Cross-Generational Analysis of Spanish-to-English Calques in Emerging Miami English
Kristen Mullen - Florida International University (page 2)

Sociolinguists have documented the substrate influence of various languages on the formation of dialects in numerous ethnic-regional settings throughout the United States. This literature shows that while phonological and grammatical influences from other languages may be instantiated as durable dialect features, lexical phenomena, including loan words and lexico-semantic calques, often fade over time as ethnolinguistic communities assimilate with contiguous dialect groups. In preliminary investigations of emerging Miami Latino English, we have observed that lexical calques based on Spanish expressions are not only ubiquitous among immigrants but also extend into the speech of the second generation. Indeed, lexical phenomena appear to be a distinctive and enduring feature of the variety of English emerging among South Florida Latinos.

Both informally in casual observation and formally in the analysis of our field data, we have observed a range of Spanish-origin calques in the speech of Miami-born Latinos. Examples include: *get down from the car* in place of *get out of the car*, *he invited me to a beer* instead of *he treated/offered/bought me a beer* and *Marta recommended me this movie* in place of *Marta recommended this movie (to me)*. All of these phenomena appear to have derived from their Spanish equivalents, such as, *bajar del carro*, which translates literally to *get down from the car*. This situation raises important questions for dialectologists, sociolinguists and other

scholars interested in the ways of speaking emerging in the context of South Florida's unique socio-demographic context. First, how ephemeral are the Spanish-influenced lexical phenomena we have observed? Do they hold in systematic ways beyond the immigrant generation? If so, are there changes in frequency of use or changes in intended meaning?

In this paper, we begin to approach answers to these questions with the first systematic, experimental study of Miami English lexicon, which is intended to complement the corpus of sociolinguistic interviews currently being conducted and the related analysis of Spanish substrate influence on the phonology and grammar of English in South Florida. To answer our questions about the durability of Spanish influence lexicon in Miami English, we designed a unique translation task. This task was designed and administered to thirty-five participants in two groups: sixteen first generation Cuban Americans who were born in Cuba and nineteen second generation Cuban Americans native to Miami. We consider the experiment to be a first-pass effort in helping establish the figuration of lexical calques in Miami English over time.

Spanish in the United States: Language Contact vs. Dialectal Convergence
Rafael Orozco - Louisiana State University (page 2)

A rich tradition of sociolinguistic research on Spanish in the United States (Amastae & Elías-Olivares 1982; Fishman, Cooper, & Ma 1971; García 1995; García & Otheguy 1993; Otheguy & Zentella 2007, 2012, Silva Corvalán 1982, 1994; Zentella 1988, 1997, 2000; Author 2004, 2007, 2012; among others) has developed over the last half a century. This research has produced studies on numerous speech communities with various origins. However, we have not been able to determine whether Spanish in the US is more strongly conditioned by the effects of contact with English or by those of contact with other varieties of Spanish. This paper explores the effects of social constraints on Colombian Spanish in New York City. Using 11,800 tokens, we conducted a series of statistical regression analyses to test seven social constraints on three linguistic variables: the expression of futurity, the expression of nominal possession and subject pronoun expression.

The linguistic variables examined are under the conditioning effects of six constraints including sex, age, length of residence, and age of arrival in the US. Results uncover that, contrary to what occurs in Colombia, in New York City men have a conservative linguistic behavior. This finding does not conform to Labov's principles of sociolinguistic sexual differentiation (1990:215). Interestingly, there is a role reversal in the sociolinguistic behavior of Colombian men and women in New York City as Colombian expatriates' sociolinguistic patters are more similar to those of other New York City Hispanics and more different from those still prevalent in Colombia. This finding suggests that the effects of contact with other varieties of Spanish impact the Spanish of Colombians in New York City more strongly than the effects of contact with English. That is, besides showing tendencies similar to those of New York Puerto Ricans but different from those prevalent in Colombia, our results help account for Colombians' assimilation to their new sociolinguistic landscape. The results of this study provide a first line of evidence that the effects of contact with other varieties of Spanish in the form of dialectal convergence outweigh the effects of contact with English on the Spanish of Colombians in New York City. These findings also provide important information that helps compare the sociolinguistic forces constraining variation in New York City Spanish to those doing so in other (Hispanic) speech communities.

Perceptual Attitudes towards Spanish in the New South
Rafael Orozco & Dorian Dorado - Louisiana State University (page 4)

Perceptual attitudes research has traditionally explored speakers' evaluations towards their own language or variety (Murillo 2008; Orozco 2012; Evans 2002; Demirci 2000; Alfaraz 1998; Preston 1986, 1988, 1996; Ferrara 1996; Edwards 1982; Carranza 1982; Castellanos 1980). However, research on attitudes towards

another language is essentially nonexistent. This paper expands the scope of attitudinal studies by exploring Southern English speakers' attitudes towards Spanish. An interesting pursuit since Southern English is generally evaluated negatively by speakers from other regions (Preston 1993:356). We adapted Niedzielski & Preston's (2000:63) methodology by employing a survey questionnaire designed to elicit the perceptions of a socially stratified sample of 500 consultants.

Findings reveal most respondents' (79%) awareness of regional variation in Spanish even if they may not speak it fluently. Most of them also feel that Spanish is spoken more properly or more correctly in certain places or regions, a misconception more entrenched among women. Despite not being the variety spoken by most of the local Hispanic population, Peninsular Spanish garners, by far, the most positive evaluations. 47% of respondents selected Spain as the ideal location to acquire Spanish. Mexico and Argentina placed second and third, respectively. Nonetheless, many respondents would prefer to learn Spanish in a predominantly Hispanic area of the US. Furthermore, most respondents find Peninsular Spanish as the most pleasant variety and would prefer to sound like Spaniards if they became fluent Spanish speakers. Concurrently, the Caribbean and Central American varieties, with the exception of the Costa Rican, were rated unfavorably. Interestingly, the positive evaluations towards Peninsular and Argentinian Spanish are congruent with those of Miami Cubans (Alfaraz 2002, 2012) and residents of Veracruz, Mexico (Orozco 2012), respectively. Likewise, the negative perceptions towards Central American and Caribbean Spanish prevalent in Mexico (Orozco 2012) appear to be echoed by our respondents. Our findings suggest that besides holding attitudes on language at all levels (Garnett 2010:2); people's language variation awareness extends to languages they do not speak fluently. Southerners particularly exhibit awareness of the differences between various varieties of Spanish. This suggests that widespread perceptions toward Spanish and its varieties transcend language boundaries. These results constitute information useful to Spanish instructors and to scholars from various other disciplines. Our findings also open the door to subsequent research which, among other things, would further explore perceptions toward linguistic variation in Spanish around the US and throughout the Hispanic World.

A Phase-Based Account of Long-Distance Binding in Finnish
Jennimaria Palomaki - University of Georgia (page 2)

The syntactic domain of locality and the level of representation at which this domain is relevant are central to investigations of both movement and binding. This paper contributes to this discussion by examining long-distance binding in Finnish to make the case that the domain at which binding conditions apply is determined cyclically by the syntactic phase. Since the elimination of S-structure and D-structure in Chomsky 1993, the satisfaction of binding conditions has been relegated to Logical Form, while movement has remained in the narrow syntax. An opposing view attempts to reduce the satisfaction of binding conditions to narrow syntactic operations (see Hicks, 2006, 2008; Hornstein, 2000, 2006; Reuland, 2001, 2006; Kayne, 2002; Zwart, 2002, 2006). However, given that binding interacts with other interpretive phenomena (Fox & Nissenbaum, 2004) while also exhibiting properties similar to phenomena occuring in the narrow syntax (Hicks, 2008), neither of these approaches is satisfactory. Recent works by Lee-Schoenfeld (2008) examining binding in sentences embedding Accusativus cum Infinitivo (AcI) complements in German, and by Quicoli (2008) examining English reconstruction asymmetry phenomena and Romance anaphoric clitics, suggest that the relevant domain of locality for both movement and binding is the syntactic phase. This approach is extended here for the Finnish long-distance binding data. (1) exhibits the phenomenon under investigation:

(1) Harri$_i$ kuuli Jonin$_j$ puhuvan   itsestaan$_{i/j}$
     Harri heard Joni-GEN   speak-PTC-GEN   self-ELA-POSS
     "Harri heard Joni speak about himself."

The above construction allows binding of the anaphor by either possible antecedent. Van Steenbergen (1991) explained these constructions as resulting from the existence of two distinct binding domains in Finnish: a local and long-distance binding domain. A phasebased account of these constructions has the advantage of

uniting both local and longdistance binding under a unified notion of locality. This account assumes covert reflexive movement to the embedded phase edge (via Lee-Schoenfeld 2008), which allows the reflexive to gain access to the higher phase and therefore be bound by the antecedent in the matrix clause. This explains the binding possibilities in (1) by positing that when *itsestaan* is bound by *Joni* the overt copy of the anaphor is bound and when *itsestaan* is bound by *Harri* the covert copy at the phase edge defined by the vP of the subordinate clause is bound. Additional evidence for a phase-based account of binding in Finnish is given by examining opacity effects of embedded clauses with full CPs.

Surveying the New Appalachia: Change, Perception, and Influence
Brooke Parker, J. Daniel Hasty, & Becky Childs - Coastal Carolina University (page 4)

Appalachian English is often thought of as a traditional form of speech associated with the older generation (Dial 1972, Montgomery 1979, Wolfram & Christian 1976). However, within the past two generations the social and linguistic landscape of Appalachia has greatly changed. Communities that lived mainly in isolation now experience immigration and emigration with surrounding Appalachian communities and the broader South. With this openness comes new language features and social practices. Recent research indicates that traditional Appalachian English features are in flux: with some dying out (Hazen 2006, Hazen, Butcher, & King 2010, Hazen, Hamilton, & Vacovsky 2011), others remaining stable (Hazen 2008), and others increasing among the younger generations (Hazen 2005, Childs & Mallinson 2004). In light of this, it is important to investigate how these changes are being adapted and integrated by young Appalachian community members as well as young community members of the surrounding geographic areas as they provide one of the best lenses for examining the persistence and change in the use of Appalachian speech features and norms.

This study investigates language change in Appalachia through results of a web-based survey of university students throughout southern and northern Appalachia. The survey presents traditional phonetic, lexical, and morpho-syntactic Appalachian English features and asks respondents to report their use of these features and their observation of use of these features by other speakers in their area- including providing detailed information about the discourse situation. From these survey results we analyze both the reported use and perceived use of these traditional Appalachian English speech features among a relatively young population. We also extend these findings to consider the ways that a community in change can be reflected in both the actual language behaviors and the perceived language behaviors of its members. Finally, we analyze data from respondents who are not members of the Appalachian community proper but are members of the surrounding areas of the greater South to observe which traditional Appalachian features are being adopted by the surrounding communities or remain highly salient Appalachian English speech features.

Speech and the (Re)Construction of Identity in Appalachian Local Government Public Address Events
Anita Puckett - Virginia Tech (page 4)

The linguistic construction of "identity" is a constitutive one, subject to being either reproduced, transformed, or reconstituted through various linguistic processes in verbal interaction (Bucholtz 2005). It is also a communicatively reiterative process that results various types of identification ranging from contextual to presupposed, interdiscursive, and inalienable. The latter can assume emblematic status in which one's verbal manifestation of his or her identity is indexically linked to some material or immaterial entity to which one is attached and which is widely recognized as a group identifier (cf. Agha 2007: 244-246). Problematic for many indigenous southern Appalachian residents is that current neoliberal economic policies are forcing erasure of the latter, particularly those of family and place, through extreme resource extraction and related activities that are literally removing the ancestral land on which their families have resided or, through economic pressure, to acquire Standard American English forms for educational, professional, or social status

purposes at the expense of their local vernacular. This presentation examines the dynamic transformation of these relations through a discourse-based analysis of two lengthy public address sessions at Montgomery County, Virginia, Board of Supervisors meetings. The first session addresses efforts to influence the Board's decision on real estate tax increases, the second informing the Board of the pipeline's negative impacts over which it presumes to have little to no power to intervene. Both represent battlegrounds where the quasi-neoliberal agenda of the Board are contested or supported. Analysis sorts speakers into southern Appalachian or non-Appalachian speech categories based on their phonology and grammar (Montgomery and Hall 2004; Reed 2014) and then analyzes topic, themes, affect, and means of argumentation through corpus linguistics and ethnography of discourse methods to determine how different identity structures are semiotically constructed. Variation in sociolinguistic patterning is compared to known neoliberal hegemonics to determine different stages of identity disempowerment and erasure or, conversely, empowerment and visibility.

Emotions and Illusions in Online Language Ideological Debates
Antonio Reyes - Washington and Lee University (page 7)

This study analyzes the way in which language-users debate language-use online. It observes the way they discuss, define and re-construct the standard language, paying special attention to attitudes, especially emotions, and fallacies or myths displayed in electronically-mediated communication (EMC). The data consists of more than 1,000 comments posted in response to an online article on El País, a major newspaper in Spain, about proposed institutional changes by the Spanish Royal Academy (Real Academia Española: RAE). This study examines the emotions these language changes provoke in language-users who defend a position and how they appeal to language myths to support their views. The reactions to language changes often display intense emotions such as anger, which in many cases is not only reflected by the linguistic choices (insults or bad words) but also by punctuation (capital letters, question marks, and exclamation marks) and other symbols. In these examples, cyber-users employ different techniques "to connote texts with oral qualities" constituting oralized written text or texts presenting textual deformation (Yus 2001, 2005 & 2011), since such texts display, among other things, creative spelling, repetition of letters, and punctuation marks (Yus, 2011: 19). These emotionally loaded comments underline the fact that language reform often represents an "emotional and private issue as much as a political and public one" (Ball 1999: 279).

Interestingly, many of the argumentation schemes (Fairclough and Fairclough 2012) employed by language users to energetically and emotionally defend their positions normally fall into fallacies about language such as the belief that language is deteriorating (23%) or that there are rational and logical uses versus irrational and illogical (30.4%) uses of language.

This analysis sheds light on the relationship between language and identity, and how language-use constitute an intrinsic part of language-users' identity, reflecting an emotional and private issue (Ball 1999: 279). At the same time, the study shows that the arguments used to energetically defend positions about language-uses are based mainly on myths about language which we share as a society. This study contributes to a better understanding of language in society, language and identity, and the nature of new competing non-institutional contexts where language ideological debates take place.

Karen English: Coronal Stop Deletion in a New American Southern Language Community
Amy Reynolds - The University of North Carolina at Chapel Hill (page 6)

This study documents and analyzes English phonological structures as produced by S'gaw Karen speakers, a new language community within the United States. The Karen people are a minority ethnic group from Burma (aka Myanmar) who were given priority refugee status under the Bush Administration. The South

has been the largest area of resettlement for these refugees, with North Carolina having the largest number of Burmese refugees in the region (Asian & Pacific Islander American Scholarship Fund, 2014; Office of Refugee Resettlement, 2012).

This study analyzes the variety of English spoken in this new American Southern language community by examining the rates of coronal stop deletion (CSD), a well-established process in English. Coronal stop deletion is when a /t/ or /d/ is deleted from a word-final consonant cluster (e.g. when *west* is produced as *wes'* in *wes' side*). This deletion tends to occur at different rates in particular phonological environments or morphemic contexts. For example, CSD tends to occur at a higher rate when preceding a word beginning with another consonant than when preceding a word beginning with a vowel (e.g. *the best sign* is more likely to undergo CSD than *the best apple*). Beginning with Labov's 1967 study, numerous subsequent studies have shown that variable coronal stop deletion occurs in all varieties of English (Fasold, 1972; Guy, 1980; Labov and Cohen, 1967; Wolfram, 1969). This study seeks to add to the literature by analyzing this phenomenon in an emerging speech community.

Past studies have shown that English varieties which developed in populations whose original languages did not allow syllable-final consonant clusters show different rates of CSD than English varieties that developed within native English populations. In particular, these non-native English varieties show much higher rates of CSD in prevocalic environments than native English varieties (Wolfram et al., 2000; Schreier, 2005). S'gaw Karen does not allow syllable-final consonant clusters, so we expect to see this trend reflected in our study of this language community. This study collects and analyzes thirty-minute sociolinguistic interviews with members of the Carrboro-Chapel Hill Karen community. Data collection is currently on-going and is expected to be completed by the end of February. This study is unique from its predecessors by being the first to apply a CSD analysis on the English variety of a refugee population, a people group forcibly removed from their country of origin.

Competing Maps of Local Dialect Areas: Cajun English
Claiborne Rice & Wilbur Bennett - University of Louisiana at Lafayette (page 2)

Our project to identify characteristics of English dialects in the Acadiana region of Louisiana (*Perceptions of Dialect in Southwest Louisiana*) has collected speech samples from people all over the Acadian region and presented them to residents to see if the samples can be correctly identified by town. We used Topic Modeling software on our initial perceptual data to create our maps of the geographical sub-regions from which we selected speech samples.

At this point we would like to test our accent identification data against the maps. When individuals identify the speaker of a speech sample as being from a specific place, they often assert a low reliability of their identification. They feel that they are guessing. We have found, however, that people are often more correct than they think they are. How much more? If a dialect map represents geographical areas that sound more similar to each other, then judging their answers by dialect sub-region should yield a higher rate of accuracy when compared to judging by individual towns or by other socio-cultural constructs like parishes. This possibility allows us a way to evaluate the accuracy of a sub-dialect map.

Topic Modeling is problematic for creating maps like this because it depends on randomizing processes when reducing the dimensions of token co-occurrence, thus making every result different when run over the same data. In the first part of this paper, we will present several maps that were created by our model and evaluate them against each other using the identification results. For the second part of the paper, we will present the best Topic Model map for competition against a map created using Principle Component Analysis. The PCA derived map has a much smaller window of variation, so it is more directly replicable, and would be a preferable process if it yields similar results.

Shakespearean Original Pronunciation Performance in Choral Contexts: A Case Report
Thomas Sawallis - University of Alabama (page 7)

"Original Pronunciation" (OP) performances, principally but not exclusively of Shakespeare and his contemporaries, have risen in popularity over the past decade. The rise has been noticeably promoted by David Crystal, the well-known linguist and popularizer of linguistics in the UK. Crystal (2005) recounts the preparation for and results of the first OP production of Romeo and Juliet in London's new Globe Theatre in 2004. In particular, he recounts the nature of the transcriptions developed for the players, their learning of the given sounds, and the generally successful, but variable, use of the pronunciation as the players created the characterizations of their parts.

In November, 2013, Prentice Concert Chorale, an auditioned community chorus in Tuscaloosa, AL, joined with a local theater troop to present Shakespeare Spoken and Sung, an all-Shakespeare program alternating play scenes with contemporary choral renditions of some of Shakespeare's lyrics recorded in his plays. As a linguist and a long-time member, I offered to prepare OP transcriptions of a small selection of our songs, and to train the chorus in their pronunciation. The production of the transcriptions, using a combination of Crystal's resources and other standard histories of English, was accomplished along the lines that Crystal's linguist readers might predict. However, most other aspects of the experience diverged from what Crystal's account would lead us to expect. The contrasts in the needs, interests, and decisions of the director, the performers, and the audience seem to result principally from the different character of theatrical versus choral performance, but they also suggest a difference in nature of the sensitivity to phonetics between actors and singers. This paper will detail these contrasts and elaborate on their potential origins, and end with some advice and encouragement for those who may attempt similar enterprises, whether OP performances or other language- or linguistics-related endeavors.

Applying Sociolinguistic Findings to Forensic Contexts and Forensic Data to Sociolinguistic Issues: The Case of the Unexpected Southern Accent
Natalie Schilling & Alexandria Marsters - Georgetown University (page 6)

In keeping with sociolinguists' ongoing efforts to apply knowledge gained from sociolinguistic studies to 'real world' issues, as well as applying authentic data to advancing scientific knowledge, the current presentation has a twofold purpose. First, we present a case study of dialect identification for forensic purposes in which sociolinguistic findings regarding the dialect geography of the southeastern US, the spread of vowel shifts, and first and second dialect acquisition are applied by a team of linguistic experts to a cold case. The case involves a potential imposter of unknown origins who claims to be an individual believed by investigators to have been murdered as a 12-year-old child, more than 20 years ago. The case has a prominent dialect geographic component, since the alleged imposter seems to have a pronounced Southern accent, but purports to have grown up in NY, CA, and AZ, in conformity with the alleged murder victim's background. The data consists of two hour-long audio-recorded interviews with police detectives.

Our findings lend support to the sociolinguistic conclusions of Labov (2007), Chambers (1992), Payne (1976) and others that dialect acquisition, including the acquisition of vowel chain shifts, is complicated by issues of dialect mixing, incomplete dialect acquisition, and dialect diffusion across space as well as through generations. Furthermore, findings demonstrate that despite the comprehensiveness of current dialect surveys, coverage is by no means complete, and areas at the margins of the US South, as well as small dialect pockets and transitional areas within the South, remain to be documented.

In the second part of our presentation, we invite our audience of experts in US Southern dialects to assist in our ongoing efforts to pinpoint the dialect background of the alleged imposter, which still remains unknown, despite the pro bono efforts of our forensic linguistic team. If we can help narrow the scope of this criminal

investigation, we can help resolve a cold case in which a murderer and accomplices could potentially go free, or innocent suspects could be falsely charged and convicted.

Our presentation demonstrates the complementarity between the academic study of sociolinguistics and real world linguistic usages, whether from the perspective of investigative professionals who stand to benefit from our knowledge, or fellow researchers who can gain sociolinguistic insights by studying dialect data from forensic cases, including insight into the increasingly complex dialect situations that increasingly characterize the 'new South'.

Perceptual Mapping between Vietnamese Lexical Tones and English Intonation Patterns
Irina Shport - Louisiana State University (page 2)

The goal of this study is to examine the perception of Vietnamese lexical tones by native English listeners. The Vietnamese population in Louisiana had a 28% increase from 54,758 in 2000 to 70,132 in 2010, being the largest Asian group in the state (Hoeffel, Rastogi, Kim, & Shahid, 2012). The language contact between Vietnamese and English speakers and Vietnamese-English bilinguals in the state has not been examined yet. This study is concerned with how native listeners of English, a non-tonal language, perceptually categorize lexical tones of Vietnamese. The perceptual assimilation model (PAM) is used to hypothesize the perceptual category mapping in English listeners (Best & Tyler, 2007).

Four lexical tones and eight English intonation patterns were selected to examine the cross-linguistic mapping (see Table below). Vietnamese tone words included the level, falling, rising, and falling-rising tones (Brunelle, 2009). English intonation patterns included pragmatic variations of the word *right* (Pierrehumbert & Hirschberg, 1990). Vietnamese words were produced by a native speaker of Southern Vietnamese; English utterances were produced by a native speaker of American English. The F_0 contours of some Vietnamese tones were reminiscent of English intonation patterns, whereas others were not, as determined by visual examination of pitch contours in Praat (Boersma & Weenink, 2014).

Contour	Vietnamese	English
level	*ma* [mæ] 'ghost'	*right* (polite yes, neutral)
	tâm [tɤ̌m] 'center'	*right...* ('whatever')
	tam [tæːm] '3'	*right (and left)* unfinished listing
falling	*mà* [mæ̀] 'but'	*Right.* (statment)
	tìm [tìm] 'look for'	*Riiiiiight.* (skeptical)
rising	*má* [mǽ] 'cheek'	*Right?* (confirmation question)
	tám [tǽːm] '8'	*riiiiiight (or left)* (uncertainty)
falling-rising	*ma?* [mæ] 'grave'	
	tâ?m [tɤ̌m] 'to soak'	
(rising-falling)		*Right!!* (exactly that, emphatic)

Twenty-two native English listeners naïve to Vietnamese were asked to participate in two tasks: categorization of English intonation patterns and categorization of Vietnamese tone words in terms of those English intonation patterns. The order of tasks was counter-balanced. Listeners were asked to identify each stimulus as an instance of some English intonation pattern. Then, immediately after, they were asked to rate the stimulus for goodness-of-fit of the just identified English category.

The analyses of categorical responses and goodness-of-fit responses will show whether Vietnamese lexical tones map on listeners' native English intonation patterns. The PAM model makes predictions about the learnability of non-native categories based on perceived phonetic distance between native and non-native sounds. The empirical cross-language mapping for lexical prosody has not been attempted yet. This study aims to fill this gap.

Studying Language Variation in the Antebellum South: The Corpus of Older African American English and the Southern Plantation Overseers Corpus
Lucia Siebers - Universität Regensburg (page 5)

The aim of this paper is to report on the analysis of two diachronic corpora, the Corpus of Older African American English (COAAL) and the Southern Plantation Overseers Corpus (SPOC). COAAL is a very diverse repository containing more than 1,500 semi-literate letters written by African Americans between 1763 and 1910. An earlier study on selected letters written between the 1860s and the 1890s (Siebers fc. 2015) provided evidence for the Northern Subject Rule and showed that there are striking similarities to analyses of SPOC (Schneider & Montgomery 2001, Trub 2006) in terms of overall frequencies, strength of the subject type constraint, levelling of was across the verbal paradigm and singular were.

Since SPOC contains similar semi-literate letters written by overseers mainly between 1800-1860 and thus nicely matches the African American data both in terms of region and period studied, a selection of COAAL is compared to SPOC to examine the amount of variability regarding subject-verb concord. Given the lack of data for earlier varieties of African American English and Southern American Vernacular English, the two corpora presented here offer a unique opportunity to study black-white speech relations and the nature of contact in the period prior to the Civil War.

Numeral Classifiers in Lao (Southwestern Tai)
Bree Smith (page 7)

Within the realm of nominal classification, the Lao language plays host to a wide-ranging class of numeral classifiers. Each noun coincides with a predetermined classifier based on a categorization such as size, shape, or purpose. Previous work detailing Lao classification (Enfield, 2007) has found that there are upwards of 100 members within this class. Furthermore, this is an open class, consisting of terms which serve as referents to categories of nouns (i.e. small bodies of water or animals) or the more restricted repeaters. Examples of taxonomic classifiers are seen in 1 and 2 and an example of a repeater in 3:

(1) kʰɔi-mi   mit˼   nɔi   sam   du'aŋ
    1SG-POSS knife   small   3   CLF.knife
    'I have three small knives.'

(2) kʰɔi   mi   galot˼   hã   ʈɔn
    1SG   to have   carrot   5   CLF.chunk
    'I have five pieces of carrot.'

(3) kʰɔi   pɛn   caʊkʰɔŋ   hã̃ːn   sɔŋ   hã̃ːn
    1SG   COP(as a term of ownership)   possess   store   2   CLF.store
    'I own two stores.'

The current research regarding numeral classifiers in Lao has been limited to that of Enfield's *Grammar of Lao* (2007). No further description has been published focusing solely on numeral classifiers. This paper offers a discussion of Lao numeral classifiers not observed in Enfield's preliminary findings.

These pieces of data have been obtained through elicited utterances from a well-educated native speaker of Lao. The language consultant is from the same city as those in Enfield's research. However, multiple discrepancies have been observed between the data of Enfield (2007) and the tokens reported within this paper. I will address these discrepancies by way of examination between the similarities of the Lao language and the closely related Thai language. Past work on Thai numeral classifiers (Haas 1942, Singhapreecha 2001) gives evidence that some classifiers found in Lao correlate with those in Thai and thus shed light on previously unexplained phenomena within Lao.

Second-dialect acquisition in southwestern Pennsylvania
Lisa Sprowls - Tulane University (page 3)

This paper presents an analysis of Pittsburgh English as an acquired second-dialect. There are two phonological features unique to the dialect: (i) the [ɔ] realization of the low-back vowel merger and (ii) monophthongal /aw/ (Johnstone et al. 2002). This analysis is based on speech data collected from nine participants, native speakers of other dialects of English who now live in southwestern Pennsylvania. I propose that these two phonological features can be acquired by second-dialect speakers. This is the first study to examine Pittsburgh English as a second-dialect.

Participants read a word list and a short reading passage adapted from data collection methods developed by Johnstone & Kiesling (2011) for analyzing Pittsburgh English as a first-dialect. I conducted an acoustic analysis of tokens containing the low-back vowels and /aw/ using Praat. Using these acoustic values, I calculated p-values for the back-vowels and Euclidian distances for /aw/, and also plotted participants' vowels using NORM. This acoustic analysis revealed that three participants have acquired the merger; of these three, two have also acquired monophthongal /aw/. Furthermore, one participant who lacks the merger has acquired the monophthong.

I also provide an analysis of two speaker variables –dialect awareness and gender – in the acquisition of phonological features. I propose that participants who are aware of the use of monophthongal /aw/ in southwestern Pennsylvania do not produce the feature. I also propose that the presence of the feature correlates with gender, as it is only present in the speech of male participants. However, dialect awareness and gender do not account for the distribution of the merger. These second-dialect findings support previous first-dialect studies of Pittsburgh English (Johnstone & Kiesling 2008; Eberhardt 2009). This analysis not only adds to the documentation of Pittsburgh English, but also more generally contributes to the understudied field of second-dialect acquisition.

Brother Bell's Audience Types: Forms of Address among Latter-day Saint Young Adults
Joseph Stanley - University of Georgia (page 3)

In communities where potentially every member has a title (doctors, teachers, or other workplaces), it has been shown that title + last name (TLN) is typically used for older or unfamiliar addressees while first name (FN) is directed towards those who are younger or familiar (Brown & Gilman 1960). While many studies have analyzed address forms between individuals with varying status or age differences (Brown & Ford 1961; Ervin-Tripp 1971; Wood & Ryan 1991; Dickey 1997), interactions between equals remain relatively unstudied. Latter-day Saints (Mormons) are of particular interest since they commonly use address forms for other members and call each other *Brother or Sister* followed by a surname (Fogg 1990). This study therefore analyzes factors that determine address forms between equals in a Latter-day Saint congregation in Athens, Georgia.

Data was collected by a survey administered to Latter-day Saints, ages 20–36, who all attend the same congregation. Participants were asked to indicate what name they would use for each of 41 other members of their congregation, given four situations based off of Bell's (1984) Audience Design. Participants then indicated how well they know the person on a scale of 1 to 5. In total, 5146 forms of address and 1270 relationship data points were collected from 32 individuals.

Not surprisingly, familiarity is the strongest factor in predicting whether TLN or FN is used. However, this data suggests that the form of address used between equals is determined by a number of other variables as well. For example, when the person is present but not specifically addressed (such as in a small committee meeting), men use TLN much more than women, even if they know the other person well. Conversely, independently of how well they know each other, women use more FN with other women than men did with

men, particularly in direct address. One unexpected finding was that age difference was *not* a strong predictor of what form was used: older participants referred to unfamiliar younger people by TLN instead of FN.

The findings of this study suggest that religious traditions influence linguistic choices among those with a shared belief. Additionally, though Murray (2002) reports that TLN has been slowly declining for the past century or so, communities can diverge from the general American trend by continuing a productive system of address forms.

Ungodly language attitudes: Teaching linguistics in the shadow of the Tower of Babel
Nola Stephens - Covenant College (page 4)

The Hebrew story of God diversifying language at the Tower of Babel (Genesis 11) is particularly salient in US culture. Babel is invoked in the titles of popular books (e.g., McWhorter's 2001 The Power of Babel), movies (e.g., Brad Pitt's 2006 film Babel), TV shows (e.g., numerous Star Trek episodes), and music albums (e.g., Mumford & Son's 2012 album Babel). This story is no less prominent on Christian college campuses, where many students accept it as a veridical explanation for the existence of diverse linguistic systems. Unfortunately, the common Judeo-Christian interpretation of this narrative often fosters a negative view of linguistic diversity—the idea that the multiplicity of languages is a curse (see Hiebert 2004). The current paper discusses the extent to which Christian university students adopt this view and suggests several pedagogical strategies for addressing religiously-motivated perceptions of linguistic diversity.

In a preliminary study to assess the prevalence of the curse's interpretation, I asked students to "write a short paragraph in the space below explaining what you think language will be like in heaven." This method was intended to elicit religiously-informed descriptions of linguistic perfection (given the standard belief that heaven is perfect). I administered this survey on the first day of class to 84 undergraduates in freshmen-level courses. No further instructions were given, nor was the topic discussed in advance. Of the 84 participants, 66% indicated whether they thought there would be multiple languages spoken in heaven: half (N=28) wrote that there would be; the other half (N=27) described heaven as exclusively monolingual. The responses were brief (30-162 words), and the events at the Tower of Babel were explicitly mentioned by 13 participants (24%). For example, one freshman wrote, "I believe that in heaven we will all speak one language. It will be the same language that Adam and Eve spoke in the Garden of Eden, and the language that was spoken until Babel."

These results suggest that a substantial portion of Christian university students view the existence of multiple languages negatively. Given the potential for this view to be founded on deeply-held religious convictions, linguistics professors at Christian institutions can most successfully encourage an appreciation for linguistic diversity by providing an argument for a positive view that is both linguistically and biblically well informed. This paper recommends several such teaching strategies for introductory linguistics courses and discusses the potential implications for students' language attitudes.

Linguistic Localness, Distance, and Network Through North Carolina Toponym Pronunciations
Brianna Teague & Jeffrey Reaser - North Carolina State University (page 6)

North Carolina is known for its place names (henceforth, "toponyms") that have difficult or unlikely pronunciations. Such difficulties in pronunciation result from the sundry linguistic varieties of North Carolina's settlers and the preservations of names associated with diverse American Indian groups (Wolfram and Reaser 2014, 11-13). Names like *Tuckasegee* and *Pasquotank* reflect of the American Indian heritage encoded in the state's toponyms while *Conetoe*, *Fuquay-Varina*, and *Bethabara* illustrate some orthographic-phonetic difficulties related to the various settler groups (Wolfram and Reaser 2014, 12). Given

the importance of "localness" to individual identity (which is manifested in idiolectical speech patterns), we investigate the role place name pronunciation plays in thinking about defining a person as being either "local" or "non-local."

The data for this study comprise a subset of 203 speakers who read a list of thirty-one toponyms at the North Carolina State Fair. Each individual also listed places they lived, where they consider themselves "from," and how long they have lived in North Carolina. The data were then coded according to local and a series of non-local pronunciations, and distance of the speaker to the toponym was calculated in a few ways to see which model best accounts for "localness": a function of absolute space (i.e., "as the crow flies"), by driving distance, and then by predicted driving/travel time.

We find that measures of distance alone are not sufficient to predict local or non-local pronunciation. Instead, we also have to include a measure of "prominence" related to the toponym's proximity to a major city or tourist destination. For example, the *Hatteras Lighthouse* is one of North Carolina's most iconic landmarks, so it is possible that the "local" pronunciation might have a greater range than a lesser known landmark, like the *Suaratown Mountains*. Located just north of Winston-Salem, these mountains might have a greater localness envelop than *Uwharrie*, which is not widely known or adjacent to a metropolitan area. Age also correlates with a greater probability of using local toponym pronunciations, though it is not clear whether age is acting as a proxy for exposure or functions independently. With this investigation, we consider the ways in which preservations of toponym pronunciation might be influenced by the same types of factors that govern hierarchical or gravity models of linguistic diffusion.

Your Brain on Story
Ralf Thiede - University of North Carolina, Charlotte (page 2)

Our metaphors about how the brain works have changed, over the centuries, given whatever technology was iconic at the time. The brain was described in terms of hydraulics, pneumatics, electricity, photography... — the latest metaphor was the brain as a computational device, i.e. a computer. It is all the more astonishing what appears to begin happening now: a paradigm shift towards the brain as a storytelling device. I suspect that two realizations have triggered this shift: One, that the brain tends to work like a large corporation (or a 'Kluge,' if you prefer), and two, that the brain is far from a faithful recording and recall device.

We are beginning to understand what it means that the brain's operations cannot be separated into 'programs' and 'data' – knowing and processing information are one. In addition, a realization from forensic experts is now spilling over into cognitive science: Memory is not to be confused with 'recall.' Memory is a process of re-creation, i.e. a creative act. How we construct memories to re-conceive facts and events can best be described in terms of storytelling. What is more, Bill Labov's observations of how stories are spontaneously structured are highly relevant for recall. We observe and remember preferentially events that affect us (and we forget on the order of 90% of what we experience routinely). It is no accident that the best stories are elicited with prompts such as 'tell me about a time when you nearly died.' This paradigm shift (from the brain as a computer to the brain as a storyteller) could create common ground for a productive reintegration of linguistics and cognitive science. Currently, there is a bit of a rift between the bottom-up, inductive, bit-data modeling approach of cognitive science vs. the top-down, deductive, theory-testing approach of linguistics, especially of syntactic theory. 'Story' as a frame can accommodate both approaches. Memories, expectations, interpretations, fears, even perceptions can be framed as stories, as can thematic verb-argument grids, predication, modification, complementation, and the behavior and selection of morphological features.

After a brief synopsis of the historical metaphors of how the brain works, I will present how I envision a common frame for cognitive science and syntactic theory (recall how grammar was once perceived as a

component of psychology?) and identify potential applications, for the sake of illustration, to the analysis of young children's literature.

Colonial Shadows: Two Creole Bible Translations
Ralf Thiede[1] & Kristin Brown[2]
UNC Charlotte[1] – Gaston College[2] (page 3)

A Bible translation into a Creole is a religious project, but it is more than that. Given that a Creole's lexicon invariably reflects colonial history, it is also a political act. The Bible contains words for which there may be no counterparts in the spoken Creole. The translators have to make decisions: Import those words from the lexifying language, or use local words as much as possible? The Bible may contain sentence constructions that may not exist in the Creole, such as passive. Use whatever the Creole uses, or import passive morphology and word order? The written Creole may not have a standardized orthography. Which language should guide the standard, given that a Bible usually imposes a standard spelling? The finished product reflects ownership. Align it with the dominating language, and it becomes an imperialist Bible. Align it with the spoken Creole, and it may look undignified to the sponsors, or possibly even to the intended readers.

We are presenting two radically different translation approaches. The first, a historical Moravian translation into Virgin Islands Dutch Creole, makes unhesitating use of Dutch vocabulary, morphosyntax, and spellings, creating in effect a new variety of the language. The second, a recent translation into Haitian Creole, is decidedly trying to exhaust all resources of the spoken language before resorting to French, to the point of systematically disfavoring French alternatives where variant spellings of words exist. Given that native speakers of Haitian Creole appear to take pride of ownership in their language (it is taught at universities, there are language institutes and YouTube lessons, and there is a literature), the timing seems to have been right for a native-Haitian Creole Bible.

We wish to illustrate with this comparison how a Bible translation that is firmly anchored in the superstratum to the point that it creates a new variety of the language is an act of linguistic colonialism – and should be identified as such.

Giving Directions in an Appalachian Community
Abbey Thomas - University of Kentucky (page 4)

In 2012, ten natives of Cleveland, TN, a city of 40,000 in the Southeast region of the state, participated in sociolinguistic interviews. Males and females, ages 4 to 95 years, who had lived in Cleveland from birth, were interviewed. Analysis of the data revealed intriguing terms the participants used to give directions and refer to local places. The discovery of these terms created a need for the data currently being collected in a follow-up study.

When giving directions, participants in the 2012 study consistently used the terms up and down. For example:

    a) *You go down to that street out there.*
    b) *You turn up behind the bank building.*

These examples, typical of the data gathered, present some challenging questions for syntactic analysis. A prosodic boundary seems to exist between the verb *turn* and *up* in the example (a). Is *up*, therefore, more closely related to the following PP than the verb *turn*? Does this differ from the use of *down* in the preceding example? It is hoped that further data analysis, with a look at prosody through PRAAT, will reveal a pattern of the syntactic functions of *up* and *down.*

These terms are difficult to interpret, not only syntactically, but also spatially. The use of *up* and *down* does not seem intuitive to a non-local. Since most of Cleveland sits at a relatively constant elevation, *up* and *down* do not relate to elevation. Nor do these terms align with absolute (cardinal) directions. Preliminary results and anecdotal evidence suggest that these terms may relate to the city's main road, with down indicating direction toward the main road, and *up* indicating direction away from the main road.

Similarly, data collected reveal a consistent use of the definite article *the* before rather unspecific locations—i.e. "the road," "the bank building," etc. Speakers seem to assume the listener knows which location (bank building, road, etc.) he or she is describing. In most instances, this sort of reference refers to older structures in or near downtown. Speakers young and old continue to use these references as if Cleveland still claims only one of each. These terms reinforce the locals' cherished and often-described idea of Cleveland as a small town, a tight community, a family, where everyone knows everyone else, even as its population expands.

Using Literature and Song to Teach Linguistic Syntax II
Benjamin Torbert - University of Missouri, Saint Louis (page 2)

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

I presented about this course at SECOL seven years ago, but in the intervening time, I have altered the repertory of the literature selections to reflect a heightened emphasis in social justice. Indeed, the 2011 article that resulted from that presentation scarcely mentions the topic. This presentation will demonstrate some strategies one can employ, using diverse texts, but concentrating on those I have selected more recently to include a social justice vector in the course. In each case, serious investigation of syntactic structure repays the instructor's and the students' efforts.

Changes in Latitudes, Changes in Attitudes: Perceptual Dialectology in Michigan
Angela Tramontelli - North Carolina State University (page 4)

Language attitudes research shows that individuals determine dialect boundaries not only by linguistic features, but also along geographic lines and according to sociocultural differences (cf. Benson, 2003; Bucholtz et al., 2007; Evans, 2011; Preston, 1999). Perceptions of places where speakers have accents and even what aesthetic qualities a given accent has are strongly influenced by speakers' internal, culturally mediated social attitudes (Campbell-Kibler, 2010; 2011). Speakers' perceptions of dialects therefore correspond directly to their attitudes about groups of people who speak those dialects. This mixed-methods project addresses how Michigan speakers divide the state into dialect regions, and therefore into groups of speakers, and what characteristics are assigned to various "Michigan accents."

Analysis of qualitative data gleaned through a map drawing task (cf. Preston, 1999) shows that speakers perceive several distinct regional Michigan accents, most saliently attributed to speakers in the Upper Peninsula and Detroit, though these are marked socially and linguistically along different criteria: While the

U.P. is described in terms of its geographic distinctiveness and specific lexical features unique to the region, perceptions of Detroit are racially driven by references to an African American population and stigmatized language use. These findings are illuminated through statistical analyses of survey data where Michigan speaker rank five geographically distinct Michigan cities on Likert scales of various attributes of, in one condition, the language spoken in each city, and in another condition, attributes of the speakers who live there. The goal of this analysis will be to use a linear regression model to demonstrate that people do not separate what they think about language from what they think about the people who speak it, and that in the case of this Michigan sample (largely from a socially and linguistically "unmarked" region), these attributes originate from underlying beliefs about marked racial and geographic distinctions.

"I HATE Colloquial Verse": Examining Vernacular Third Person and Naturalized Elitist Ideologies in Fiction
Cadwell Turnbull - North Carolina State University (page 3)

Researchers within Critical Discourse Analysis have long discussed discursive processes of *naturalization* (Fairclough, 1989) through which dominant group ideologies are represented and accepted as unquestioned norms. Moreover, such dominant naturalized ideologies inherently marginalize non-normative perspectives and minority voices. According to Fairclough, this is done in part by *formality constraints* within discourse genres that uphold naturalized ideologies through formal rules. One written genre where formality constraints are especially apparent is fiction, where language hierarchies are maintained through formal conventions that privilege Standard English (SE). A unique fictional form that challenges SE's dominant role in fiction is vernacular third person (VTP), a form that uses vernacular language varieties instead of normative SE to tell third person point of view narratives. As Mair argues, VTP is "a modernist attempt to dislodge standard literary English from its privileged position" (1989: 239). Authors writing in VTP expose/subvert the naturalized linguistic hierarchy within the literary conventions of fiction that excludes non-standard voices in what some researchers have called a "linguistic apartheid" (Nero and Ahmad, 2014).

This paper explores naturalized elitist ideologies pertaining to VTP in fiction and how these ideologies are maintained through strategies of discursive marginalization and unquestioned reproduction of elitist normative ideologies within literary culture. I examine ideologies of VTP through the analysis of reader reviews of two novels written in VTP: *The Brief Wondrous Life of Oscar Wao* by Junot Diaz and *The Lonely Londoners* by Samuel Selvin. The analysis of readers' ideologies of VTP draws on a corpus of 30 reader commentaries on *Good Reads*. I discuss four typical ideological stances (Du Bois, 2007) readers take towards formal constraint deviation: negative stances towards VTP's norm-breaking practices, elitist stances against the use of vernacular, authoritative stances challenging authorial authenticity when VTP is expressed through code-switching and style/voice mixing, and evaluative stances of subordination referencing the linguistic inaccessibility of VTP. These ideological stances point not only to formal constraints within literary discourse but also how people respond to deviations once formal constraints have been established and upheld through naturalized ideologies. Though so far understudied, VTP poses interesting questions about socio-cognitive boundaries in discourse and how marginalized forms can work to reveal those boundaries, challenge them, and become a potential force for overcoming formally upheld linguistic marginalization.

"A plain wrapper over a five-pound lie": Characterization of a Black Pulp Hero Through Dialectal Code-Switching
Jo Tyler - University of Mary Washington (page 3)

In popular fiction, vernacular dialects have been commonly used to stereotype characters, but in a series of 12 novels published since 1990 featuring the African American private investigator Easy Rawlins, author Walter Mosley has created a pulp hero whose linguistic awareness and strategic use of dialect break stereotypes and

open new paths of inquiry in literary linguistics. The Rawlins character's dialect is described as originating in rural Louisiana and Houston's Fifth Ward. After migrating, as did thousands of other Southerners, to post-World War II Los Angeles, he established himself as a detective. As he moves among the various social and ethnic communities of L. A., interacting with criminals and community leaders, friends and strangers, in a variety of settings for a variety of purposes, Rawlins strategically varies his dialect from "the language of the street" to more standardized varieties of English. In dialogue his dialect spans a continuum that includes a casual spoken standard (*I wanna know who killed the twins*), Southern phonological features (*I cain't hear you*), and vernacular morphosyntactic forms (*I don't know nothin' 'bout no heroin; they was about to kill me 'fore I run*). This paper analyzes the dialogue throughout this series of novels to uncover ways in which dialectal code-switching is strategically used to develop the Easy Rawlins character, reveal his motivations, and advance the plots. In addition to examining features of Southern American English and African American English in the dialogue, the analysis also probes such sociolinguistic principles as accommodation and covert prestige, and introduces the concept of *linguistic tricksterism* as a literary characterization strategy.

Turn Down For What? Exploration and Analysis of the Functions of English in Korean Hip-Hop
Brooke Wallig - North Carolina State University (page 5)

There is an odd, yet persistent belief by some that all South Koreans speak English poorly. Park states in his discussion of English in South Korea that the desire to have children learn English has spread like a "fever" over the last few decades (Park, 2009). This fever has spread from the Korean educational systems to popular culture, as Lee discusses in her study of English usage on Korean television (Lee, 2014). Lee finds that because of the focus on English in Korea, celebrities often achieve a level of bilingualism that allows them to draw on both languages to create humor. This lays the foundation for the idea that the way English is used in Korea is more complex than previously thought.

However, while there is research that discusses the use of English in some aspects of Korean culture, Morelli (2001) is among the very few who have directly addressed its use in Korean music, particularly in the expanding subfield of Korean hip-hop (Morelli, 2001). Given the infrequency of studies published that do address this subject, innovations in the genre appear to have outpaced the current research. While there is much to be gained from previous studies, the genre has shifted so that the subjects are typically not in line with hip-hop artists in Korea today. It is also possible then that not only has the music changed, but also the way languages are used. This study sought to determine how English is currently being used in Korean popular music, specifically within Korean hip-hop.

In a study of the content that ranked in the top ten on the internet charts in South Korean media daily in 2014, I found that of those tracks released more than 60 percent incorporated English in some fashion. Of these tracks, I identified those that are most closely identified as hip-hop and analyzed their English use. Results suggest that Korean hip-hop artists often incorporate English into their tracks to demonstrate modernity through perceived bilingualism and to align Korean hip hop with Western hip hop styles/trends for the express purposes of asserting authorship, distancing Korean hip-hop from the rest of K-pop, and creating their own unique identity in the global hip-hop community. While the demonstration of bilingual abilities as a means to demonstrate power is in line with Lee's (2014) results in her study of Korean television, this study is currently being expanded to analyze content from multiple years.

Frequency of Input: An Analysis of the Micro Level of Learning Italian
Justin White - Florida International University (page 3)

The present paper examines the effect of input at the macro and micro levels on beginning level language learners of Italian. At the macro level, learners are exposed to Structured Input activities targeting the

Italian accusative clitics to determine their effect on learners' default processing strategies. At the micro level, a varied range of the number of target items in the input is measured. This study included a pretest, immediate posttest, and delayed posttest design to examine the effect of Structured Input activities. Findings reveal that Structured Input activities may affect learners' processing related to this target form as evidenced by their gains in interpretation, as well as their adoption of a "second noun strategy" in which the overextend their altered processing strategy. Therefore, we discuss the theoretical and pedagogical ramifications of these findings.

Hey, You Guys!: The Divided Mind of the New American South
Mary Zeigler - Georgia State University (page 6)

Manners! Etiquette! Respect! What has happened to Southern etiquette in the greetings to all or to anybody? What happened to the feminist touch? Hello, ma'am! Hello, ladies and gentlemen! Southern American English has been known traditionally for its attention to courtesy in speech.

Now that there is a tremendous migration into the urban South, there is a growing influence of the outsiders on the Southern insiders. Has our new South English developed a trade language? Is it about the language politics of 'the man in charge'? Recently a notable entertainer, known as the Empress of Soul, one born and raised in the South, greets an audience on a television program with the opening "Hey! It's so good to see you guys!" Then during the program that entertainer responds to the host with the statement, "I'ma see y'all later!" Here speaks evidence of the old South using features for a new South.

What are the underlying principles which govern the spread of linguistic forms over time and space? This study examines the simplistic "you guys" usage within the greetings from various groupings– social, educational, gender, generational, professional performance–to investigate how simple non-southern lexical features can have controlling influences on Southern community language.

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Many thanks to our Abstract Reviewers!

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In memoriam: Megan Melancon

Beloved SECOL member Megan Melancon Parrish passed away as the result of a stroke on Wednesday, December 10, 2014 in the Medical Center of Central Georgia in Macon, GA. She was born in Baton Rouge, Louisiana on August 9, 1960, and is the daughter of Lolan and Faye Melancon. She is survived by her husband of 25 years Steve Parrish, parents Lolan and Faye, sisters Tammy M Guillotte and husband Calvin, and Marcy M Hurd and husband Gary, and brother Michael Melancon and wife Cindy. Megan is also survived by nieces Paige Hurd, Margaux Melancon, Alyssa Parrish, and Kelly Parrish, and nephews Greg Guillotte, Mark Guillotte, Neco Hurd, Brett Parrish, Austin Parrish, Connor Parrish, and Cameron Parrish.

Megan graduated from Belaire High School in Baton Rouge, received bachelor's and master's degrees in French from Louisiana State University, a master's degree in Linguistics from the University of Kansas, and a PhD in Linguistics from LSU. She specialized in the study of Southern American speech, American Sign Language, and Cajun and Creole French, and served for many years as an Associate Professor in the Department of English and Rhetoric at Georgia College and State University.

Megan engaged all things in life with fire and passion. She participated in road races and triathlons throughout Louisiana and the south, was an enthusiastic angler, and an avid birder, traveling with Steve to places as far-flung as Alaska, Costa Rica, New Zealand, and the Galapagos Islands to explore and celebrate the natural world. But mostly she was passionate about educating students, imbuing them with a love of learning and challenging them to think deeply and critically.

The SECOL community joins many others in mourning her passing.

The Department of Sociology and the Department of English at NC State invite applicants to the innovative Sociolinguistics track in the Sociology Ph.D. program.

The sociolinguistics specialization is new to the sociology graduate program (currently in its second year), but the discipline has been part of North Carolina State University for over a decade. In fact, the University boasts one of the largest faculties devoted to this subfield of linguistics. The specialization is a joint program between the Sociology Graduate Program in the Department of Sociology and Anthropology and the Linguistics Program in the Department of English. Graduate students in this specialization take courses in both disciplines and have access to the expertise and guidance of faculty from both programs. The resulting synergy provides a strong interdisciplinary alignment for examining language in its social context.

Students in the sociolinguistics specialty area are expected to complete the core requirements in the sociology graduate program and will also select a second speciality area from those currently offered in the sociology graduate program. At least nine hours will be taken in the designated specialty area and at least nine hours will be taken in sociolinguistics, though it is expected that additional hours will be taken in order to assure comprehensive knowledge of the field. Doctoral students in sociolinguistics must pass at least three courses and a preliminary examination in one of the other five concentrations.

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