

Contents

List of Figures	ix
List of Tables	xi
Series Editor's Preface	xii
Preface	xiii
Phonetic Symbols	xvi
1 The Reality of Dialects	1
1.1 Defining Dialect	2
1.2 Dialect: The Popular Viewpoint	2
1.3 Dialect Myths and Reality	7
1.4 Standards and Vernaculars	8
1.5 Vernacular Dialects	13
1.6 Why Study Dialects?	16
1.7 A Tradition of Study	19
1.8 Further Reading	22
2 Why Do Languages Have Dialects?	24
(2.1) Sociohistorical Explanation	25
2.1.1 <i>Settlement</i>	25
2.1.2 <i>Migration routes</i>	26
2.1.3 <i>Geographical factors</i>	27
2.1.4 <i>Language contact</i>	28
2.1.5 <i>Economic ecology</i>	30
2.1.6 <i>Social stratification</i>	31
2.1.7 <i>Communication networks</i>	32
2.1.8 <i>Group reference</i>	33
2.1.9 <i>Personal identity</i>	34
2.2 Linguistic Explanation	35
2.2.1 <i>Rule extension</i>	38
2.2.2 <i>Analogy</i>	40

2.2.3	<i>The transparency principle</i>	43
2.2.4	<i>Grammaticalization</i>	44
2.2.5	<i>Pronunciation phenomena</i>	46
2.2.6	<i>Words and word meanings</i>	52
2.3	The Final Product	54
2.4	Further Reading	55
3	Levels of Dialect	56
3.1	Lexical Differences	56
3.2	Slang	62
3.3	Phonological Differences	67
3.4	Grammatical Differences	75
3.5	Language Use and Pragmatics	82
3.6	Further Reading	89
4	Dialects in the United States: Past, Present, and Future	91
4.1	The First English(es) in America	92
4.2	The Pre-Revolutionary Dialect Landscape	102
4.3	The Rise of an American English	105
4.4	American English Extended	107
4.5	English Reaches the West Coast	111
4.6	American English Dialects in the Twentieth Century and Beyond	113
4.7	Further Reading	123
5	Regional Dialects	125
5.1	Eliciting Regional Dialect Forms	126
5.2	Mapping Regional Variants	129
5.3	The Distribution of Dialect Forms	131
5.4	Dialect Diffusion	142
5.5	How Many Dialects: The Final Analysis	149
5.6	Further Reading	149
6	Social and Ethnic Dialects	151
6.1	Defining Class	152
6.2	Beyond Social Class	154
6.3	The Patterning of Social Differences in Language	155
6.4	The Social Evaluation of Linguistic Features	157
6.5	Social Class and Language Change	162

6.6	Ethnicity	165
6.7	The Case of African American Vernacular English (AAVE)	169
6.8	Anglo and African American Vernaculars: Same or Different?	170
6.9	The Historical Issue: The Creolist and Anglicist Hypotheses	175
6.10	The Direction of Change: Divergence or Convergence	178
6.11	Tri-Ethnic Dialect Situations	181
6.12	Further Reading	183
7	Gender and Language Variation	185
7.1	Cross-Sex Language Differences as Reported in Dialect Surveys	186
7.2	Explaining Cross-Sex Language Differences: The Prestige-based Approach	188
7.3	Contact-based Explanations	192
7.4	Power-based Explanations	195
7.5	Language-Use-based Approaches: The "Female Deficit" Approach	198
7.6	The "Cultural Difference" Approach	203
7.7	The "Dominance" Theory	204
7.8	Further Considerations in the Study of Gender-based Language Differences	205
7.9	Talking About Men and Women	207
	7.9.1 <i>Generic he and man</i>	207
	7.9.2 <i>Family names and addresses</i>	208
	7.9.3 <i>Relationships of association</i>	209
	7.9.4 <i>Labeling</i>	209
7.10	The Question of Language Reform	210
7.11	Further Reading	212
8	Dialects and Style	214
8.1	Types of Style Shifting	214
8.2	The Patterning of Stylistic Variation	218
8.3	Explanations for Style Shifting	224
	8.3.1 <i>The "attention to speech" model</i>	224
	8.3.2 <i>Speech accommodation theory</i>	226
	8.3.3 <i>The "audience design" model</i>	227
	8.3.4 <i>"Speaker design" models for style shifting</i>	231
8.4	Future Directions for the Investigation of Stylistic Variation	234
8.5	Further Reading	237

9	The Patterning of Dialect	239
9.1	The Social Distribution of Dialect Forms	239
9.2	Linguistic Variability	242
9.3	The Conversational Interview and Inherent Variability	243
9.4	Systematic Variation	247
9.5	Linguistic Constraints on Variability	249
9.6	Systematic Relationships	256
9.7	Further Reading	262
10	On the Applications of Dialect Study	263
10.1	Applied Dialectology	263
10.2	Dialects and Testing	265
	10.2.1 <i>Language achievement</i>	266
	10.2.2 <i>Speech and language development tests</i>	269
	10.2.3 <i>Predicting dialect interference</i>	271
10.3	Testing Language	272
	10.3.1 <i>Using language to access information</i>	273
	10.3.2 <i>The testing situation</i>	276
	10.3.3 <i>Resolving the assessment dilemma</i>	277
	10.3.4 <i>The language diagnostician</i>	278
10.4	Teaching Standard English	281
	10.4.1 <i>What standard?</i>	281
	10.4.2 <i>Approaches to standard English</i>	284
	10.4.3 <i>Conditions for teaching standard English</i>	286
10.5	Further Reading	295
11	Dialect Awareness in the School and Community	297
11.1	Dialects and Reading	297
	11.1.1 <i>Dialect readers</i>	301
11.2	Dialect Influence in Written Language	303
11.3	Writing Dialect for Literary Purposes	307
11.4	Proactive Dialect Awareness Programs	310
11.5	A Curriculum on Dialects	312
11.6	Community-based Dialect Awareness	319
11.7	Further Reading	322
	Appendix: An Inventory of Socially Diagnostic Structures	323
	Glossary	345
	References	367
	Index	381