

Notes Lesson 5 *Sociolinguistics 3*

Lesson 5.0 OVERVIEW

Lesson Summary

In this lesson,

- We will continue and finish our discussion of **sociolinguistics**.
- Specifically, we will explore the linguistic structure of and the social attitudes towards *African American Vernacular English*, an ethnic language variety.

Main Goals

After completing this lesson, you will be able to (SWBAT):

- identify the major extra-linguistic social factors influencing language use
- describe the relationship between linguistic forms and their social meanings/functions
- know some language examples demonstrating ethnic language variation in the U.S.
- identify a content topic as the basis for the language feature research paper

Main Ideas

- social language variation
- ethnic language variation
- form versus meaning/function of linguistic forms
- social attitudes toward language

Notes Lesson 5 *Pragmatics 1* (started only, and to be continued)

Lesson Summary

This next lesson deals with the rules of how language is used appropriately in a given context. Many such pragmatic rules are social in nature and are therefore related to our previous two lessons on sociolinguistics.

Pragmatics, or *meaning in context* looks at the role played by the *physical, epistemic, linguistic, and social components* of context when we determine the meaning of words, sentences or texts. Here is a definition that I like and like to share with you:

"A functional perspective on language and language use in all its cultural, social, and cognitive dimensions." (from *Pragmatics*, a journal published by the International Pragmatics Association) We will

review and apply several central pragmatic features and properties of utterances referred to as *implicature, conversational rules, speech acts, and discourse structure*.

Finally, we will work on the second step of the language lesson proposal.

Main Goals

After completing this lesson, you will be able to (SWBAT):

- identify that the cancellable part of meaning is investigated in pragmatics
- name the four components of contextual knowledge
- give examples of the pragmatic concepts of implicature, conversational rules, speech acts, and discourse structure
- recognize indirect speech acts by using tests based on felicity conditions
- identify pragmatic features causing problems for language learners

Main Ideas

- pragmatics
- physical, epistemic, linguistic, and social context
- implicature
- rules of conversation
- speech acts and felicity conditions
- discourse analysis
- linguistic feature

AT A GLANCE

1. REVIEW (as per Lesson 4)

* Chapters 10 and 11 of the textbook;

* [Structural Features of AAE](#) from 7th edition of "Language Files" (Canvas Lesson 4/Supplemental Materials)

* Rickford & King: Language and Linguistics on Trial: Hearing Rachel Jeantel (Canvas/Reading Lists)

2. READ

* Chapter 7 Pragmatics (textbook)

3. WATCH LESSON RECORDING & DO THINK-PAIR-SHARE (as per Lesson 5 recording)

* Think-Pair-Share threads in CANVAS discussion forum- [Forum F5.1 Think-Pair-Share AAVE](#):

- Monophthongization
- Word-final consonant cluster reduction
- Third person singular –s deletion
- Multiple negation

3. WATCH/READ/DO PRAGMATICS FINAL PAPER PROCESS:

- * [pragmatics paper overview](#) & [process step 1](#) (Canvas Lesson 5/Supplemental Materials)
- * post in Canvas Discussion *Forum F5.2 Language Problems/Topic Ideas*

4. WATCH [if you haven't yet]

Video:

- * *Black on White* (from *The Story of English*); use HAMCAT on library website to locate “Black on White” from PBS series *The Story of English* by MacNeil/Lehrer (see further instructions in Canvas Lesson 5/Readings)

5. WATCH LESSON RECORDING & DO THINK-PAIR-SHARE (as per Lesson 5 recording)

- * Think-Pair-Share threads in *Forum F5.3 Think-Pair-Share Pragmatics*:
 - David & Jane;
 - A Man and a Woman
 - Linguistic Humor

6. WORK ON AND REVIEW

Continue Assignments (as per syllabus); watch lesson recording for instruction and pacing

- * Features of *African American Vernacular English exercise* (“AAVE”; due July 5, 2023)
- * *Language and Gender essay* (AAVE; due July 5, 2023)

6. DO

- * Continue working through the library orientation worksheets using the tutorials in CANVAS Lesson 4/Supplemental Materials or Files/Final Paper/Library Orientation)
- * Post in *Forum F5.2 Language Problems/Topic Ideas*

NEXT:

- Now you can start playing back the *Google Meet* recording of this lesson by going to *Home* in Canvas, scrolling down to the module *for the current lesson*, and clicking on the link [Lesson 5 Recording Link and Notes with time stamps](#).
- Consult the notes below in parallel as you watch the video.
- In the video, skip over recorded class discussion activities at the places indicated here in *Notes*.
- Instead of watching them, conduct the respective discussion activity online in CANVAS. Activity labels are given in the *Notes* file below. Instructions for the activities are given in the recording by me orally and also repeated in the CANVAS discussion forums in writing.
- After getting started with an activity, continue watching the video at the time marked below in this file and also continue the activity throughout the lesson.

Teal comments are intended for Summer 2023 students specifically

Board Work

- Overview for Lesson (2:57)
See [Overview](#) section above
- Logistics feedback: (8:52)
 - o first assignment update
 - o *Black on White* last 50 minutes (I actually forgot to stop; so this is a full lesson)
 - o Offer to teach *summer linguistics* class: use *Google Meet videos in* instead of written lessons with other people in TESOL program; no live sessions possible with time difference
- Asynchronous debriefing (10:18)

think-pair-share: dialect questionnaire study by Harold Allen

- “Phonetic or Phonological Variation?”

[Andreas Schramm](#)

Great discussion here! You are all definitely on the right track! The point that I want to emphasize is that for the difference in pronunciation to be phonological, meaning needs to be involved, since phonology is about meaning-distinguishing sounds (=the sound system). And minimal pairs are evidence of the involvement of meaning: two words (=meanings) that only differ with respect to one sound (=minimal difference). So crick-creek and cot-caught are minimal pairs with only one sound difference. The case of greasy/greazy is a little more tricky because there isn't an obvious minimal pair. That is why I invented another word to form a minimal pair: "Greecy" (=Greece-like). Now we can claim that there is a minimal pair greasy/Greecy and therefore meaning is involved. Another way we made the case for phonology here was looking for other minimal pairs where the two

sound "s/z" are the only difference: zip/sip, close (adjective)/close (verb), or maze/mace come to mind. That gives us evidence as well that this is phonological difference. I hope this helps clarify why all three instances in the questionnaire were phonological variation. Let me know if you have questions. -Andreas

- “Participants”:

group work “Case Studies”

- overt vs. covert prestige: connected to current discussions around equity & diversity: diverse social dialects are all equal linguistically

Andreas Schramm

Nice post, JR. On prestige, good observation how you shift when you go to Duluth. You are shifting to the covert prestige of sounding more up north, while you are using the overt prestige of the Twin Cities when you are down here. It's good to be aware that all of us have at least two prestiges (overt/covert), and in reality likely many more depending who we socialize with. That's the challenge for non-natives I mention. Native speaker's speech is always "on the move" and shifting. That is why sociolinguistic competence is acquired so late. Nice work! -Andreas

- phonetics or phonology:

Sarah Olson

Hi Juana and JR,

These are great points! I will take on the group role of "skeptic".

Do you think the comparison of these studies was effective? Do you think the comparison would change if they both studied the same things (non-rhotic OR centralized diphthong)?

What are some minimal pairs that are affected by dropping the R in different words?

Andreas Schramm

Thanks for jumping in as the skeptic, Sarah. Good points raised about the comparability of the two studies. That would have been more effective perhaps, but wasn't the case in the two studies. And hopefully someone will still jump in to come up with the minimal pairs affected by r-lessness in NYC...

- Homework Review: Genderlect & AAVE assignments; both revisit prescriptivism vs descriptivism); (23:26)

- **Books: - (24:05)**
 - [Robin Tolmach Lakoff and Mary Bucholtz: Language and Woman's Place: Text and Commentaries \(genderlect\)](#)
 - [William Labov: Language in the Inner City: Studies in the Black English Vernacular](#)
 - [Holly K. Craig: African American English and the Achievement Gap: The Role of Dialectal Code Switching \(Routledge Research in Education\) \(AAVE\)](#)

Skip (33:47-1:06:41; go instead to [Forum Homework Review](#))

- **Genderlect (1:06:41-1:10:27)**
- **AAVE Assignment (also revisits prescriptivism vs descriptivism) - (1:11:00)**

Labov's approach to **debunking inferiority** of Black English (AAVE, Ebonics)

There are **no deficiencies** in language varieties (such as AAVE) used by healthy native speakers; the **judgments are social**;

BUT: **style-shifting** between SAE and AAVE is challenging for students

□ watch *KARE 11* news from 2:48-3:30 of *Lessons from Lucy Laney: African American Vernacular English* (https://youtu.be/9iVOZ_-Xwrc)

How do you make that **argument** that two language varieties are **linguistically equivalent & complete, not deficient**

AAVE - called “deficient”, irregular, not rule-governed = social judgments	SAE - this is the standard accepted by everyone as regular, rule-governed; “superior” = social judgment
<i>If SAE is regular and AAVE behaves in a parallel fashion, then it is also regular; yoke the two language varieties together, and work off of SAE as the supposedly “regular” language system</i>	<i>The rules of Standard English have been described; if SAE is regular, then let's describe AAVE in relationship to it; if we succeed, then AAVE must be regular, too</i>

AAVE **assignment** is in Canvas Assignments;

AAVE **features** in File 10.4.5 p. 441

for **rules** (rubrics #1 & #2 above), use **book & scanned in section** from 7th edition in Lesson 4 & 5/Supplemental Materials

- take 6 features and find **two examples** of them in the **AAVE text** linked in Canvas assignment
- The 6 features are:
 - o monophthongization,
 - o word-final consonant cluster reduction,
 - o third-person singular –s deletion,
 - o multiple negation,
 - o copula absence,
 - o habitual be
- two of these features (**third-person singular –s deletion, habitual be**) only have one example in this text

The rubric:

- 1) contains **re-statement** of rule
- 2) gives **entire rule (all conditions)** – **ck subchapter from 7th edition**
- 3) gives **one** (if possible **two**) examples for each feature
- 4) identifies **correct example** in text for AAVE rule
- 5) shows in example **where rule applies** [*show me that you know*]
- 6) describes **assignment** and anticipated **AAVE feature(s)** [*application per HSEL*]

Think-Pair-Share: AAVE rules; See threads in CANVAS forum- [Forum F5.1;](#)

AAVE - called “deficient”, irregular, not rule-governed = social judgements	SAE - this is the standard, regular, rule-governed as accepted by everyone; “superior” = social judgment
<i>If SAE is regular and AAVE behaves in a parallel fashion, then it is also regular; yoke the two language varieties together, and work off of SAE as the supposedly “regular” language system</i>	<i>The rules of Standard English have been described; if SAE is regular, then let's describe AAVE in relationship to it; if we succeed, then AAVE must be regular, too</i>

1. Monophthongization: “think/pair/share AAVE” (1:30:10: -1:34:00; <i>Forum F5.1</i>; then listen to campus debriefing): Pick words where these sounds in question might appear; you have to guess because there is not enough phonetic detail; dropping the second part of the diphthongs [ay] or [aw]: not enough phonetic detail; so pick two words with these diphthongs Debrief: [wat] ‘white’; [a] ‘I’; ‘ground’ [grand]; [da] ‘die’	Correct example: • white’ [wayt] • ‘I’ [ay] • Out; now [aw] • Ground • Die • like incorrect: Conditions (SAE): At end of words, and before voiced, sometimes voiceless consonants
2. Word-final consonant cluster reduction: “think/pair/share AAVE” (1:45:10-1:52:01; <i>Forum F5.1</i>; then listen to campus debriefing) Debrief:	

Jus' sayin' Jus' suppose Couldn nobody 'n' shit Doesn' nobody Jus' y'unnerstan' = at end of word Example of following vowel: 'n' if <i>Dropping g in sayin'? in speech: [ɪ] = single sound; if two sounds: [ɪg]; in effect, single [ɪ]</i> □ [n] <i>Tha's = not an instance</i>	Conditions: if there is a group of consonants at the end of words, in next word in front of consonants deletion happens; some times in front of vowels;
3. Third person singular –s deletion - give examples: “Think/pair/share AAVE” (2:00:00-2:02:41; Forum F5.1; then listen to campus debriefing) Debrief: “doesn’t nobody know”?- -has -s “don’t nobody know...” does not have –s on “do”; instead: DON’T – third person singular information is marked redundantly in SAE that is: nobody/anybody is 3rd person plus –s on verb; -s can be dropped in AAVE	SAE examples: She knows She does not know – support ‘do’ pops up; not an example Does/Doesn’t she know? Condition: there is an –s on main verb or on the support do
4. copula absence: Debrief: n if you bad” (SAE: and if you ARE bad) “n if you good” (SAE “ARE”) Your spirit goin’ to heaven instead of your spirit IS going to heaven Your spirit goin’ to hell Your spirit goin’ t’ heaven ’n’ if you bad	SAE examples: I am going to class “Your spirit IS goin’ to hell (strictly not copula “copula” = links subject with the main verb: “linking verb” And if you ARE bad

Not: The average whitey ?has? got everything ***** BREAK (end recording 1: 2:16:04; start recording 2: 1:47) *****	Condition: EXCEPT: first person singular: “am” is not deleted; ***** BREAK *****
5. multiple negation: is it illogical? “Think/pair/share AAVE”; (<i>Forum F5.1 then listen to campus debriefing</i>) Debrief: this doesn’t cancel itself out but strengthens it; or redundancy to make sure Ain’t no You ain’t goin’ to no heaven b. do other languages have multiple negatives? “Think/pair/share AAVE” <i>Forum F5.1; (10:45-13:32 Forum F5.1; then listen to campus debriefing)</i> Debrief: n pas Nadie no n pas no nada no ninguno’ nu nimic no never	SAE: Don’t nobody know It aint no God Doesn’t anybody does nobody in SAE we have only 1 of these negatives; but AAVE still uses the same negatives; they don’t invent new ones; Condition: Same negatives in SAE and AAVE only used in the same places as they are used individually only in SAE,

6. habitual be: Debrief: <i>be</i> NOT	“and when they are usually saying”- add adverb <i>usually</i>, <i>normally</i>, <i>often</i> Condition: The adverb “<i>always</i> or <i>often</i> or <i>usually</i>” expressed the same meaning as habitual be in AAVE

Other examples of rules in AAVE:

Contractions: are common in fast speech; e.g., y’nderstan’

jeet = did you eat (MN)

omina

IMMA in texting = I am going to...

I’m finna = I am fixing to...

- Library Orientation/Pragmatics Final Paper (24:30)

- o Why Pragmatics?

- o - Intergraph manual (can be found in Lesson 5/Supplemental Materials ([Intergraph page & UMN Teacher Ed Study.pdf](#));

- o - I have also added four pages of a study showing the tendency of beginning language teachers to favor the “word” level of linguistics)

- o Canvas/Files/Final Paper □ paper resources

- o Next: paper scaffolding overview & Step 1 (Lesson 5/Supplemental Materials)

- o ▪ Overview ([Pragmatics Paper Overview](#)): Go over broadly & everyone read through on your own & use as reference

- o ▪ Step 1 ([Pragmatics Paper Process Step 1](#)): EVERYONE POST IN: Forum F5.2 Language Problems/Topic Ideas: [Forum F5.2 Language Problems/Topic Ideas](#)

- o To find key words (Lesson 5/Supplemental Materials/[Pragmatics Handbook entries](#)), conference abstracts & programs in Canvas/Lesson 5/Supplemental Materials (2 handbooks [IPrA](#) & [ST&D](#)) and Canvas/[Files/Final Paper](#) & pragmatics handbooks or encyclopedia through Bush Library

- o How did orientation using Library Worksheet go?

- o <https://bushlibraryguides.hamline.edu/c.php?g=23646&p=2460184>

- o - Conduct a couple of searches in class together?

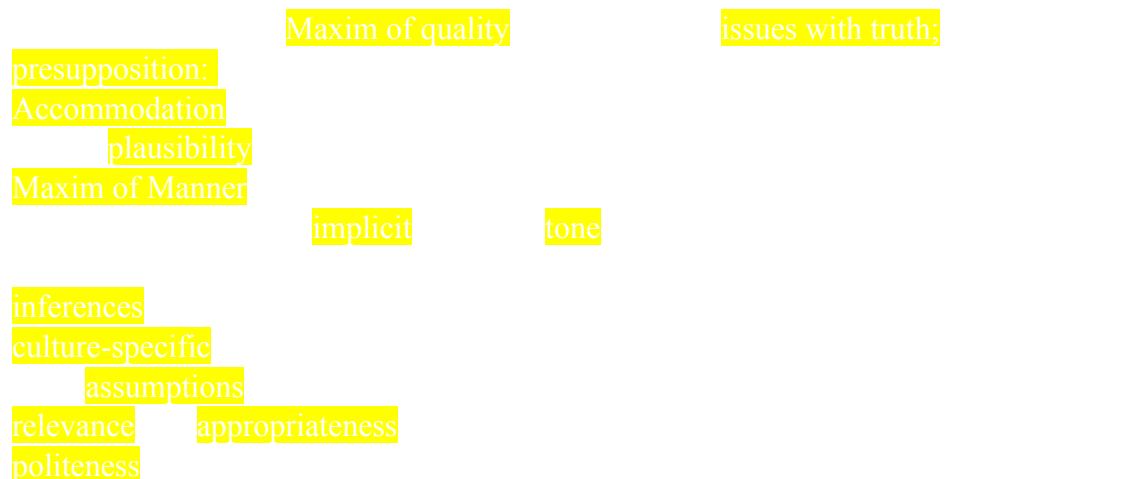
- schedule Q & A session with reference librarian?
 - o Go to *Writing Center* once at least
- **Pragmatics Overview & Introduction (59:14)**
 - o Definition: how context influences language and how language creates context;
"A functional perspective on language and language use in all its cultural, social, and cognitive dimensions." (from *Pragmatics*, a journal published by the International Pragmatics Association)

Mya's Dad's Quote:

I know you believe you understand what
you think I said, but I'm not sure you realize
that what you heard is not what I meant.

- o Examples of 'Context': social, physical, linguistic, epistemic (background) 3
Think/Pair/Share: *David & Jane; A Man and A Woman; Linguistic Humor* (Reading & Cognition);

Think/Pair/Share (1): - "[David & Jane \(part 1\)](#)" –[spider overdue account \(part 2\)](#); (file in Canvas/*Supplemental Materials*) [\(1:10:20–1:15:23; Forum F5.3\)](#)
Debrief:



Think/Pair/Share (2): - "[A Man and A Woman](#)"; (file in Canvas/*Supplemental Materials*)
[\(1:25:12–1:28:11; Forum F5.3\)](#)
Debrief:

Social stereotypes: woman in kitchen, man helps out; linguistic ambiguity

Maxim of Quantity: wrong inference because of lack of explicitness

Think/Pair/Share (3): - “[Linguistic Humor](#)” - Reading & Cognition [MS Word] ([x:xx-x:xx](#); Forum F5.3; we skipped this activity, but feel free to discuss in this forum)

Debrief:

- VIDEO “Black on White” – watch and remember to journal if in synchronous section (link can be found in Canvas/Lesson 5:Readings: *Black on White* (video episode from Story of English (PBS))

HW for Lesson 6: ([1:35:22-1:37:35](#))

- Review/finish reading Pragmatics chapter 7
- Read: Van Berkum: Understanding Sentences in Context (skip experimental details; Lesson 5/[Reading Lists](#))
- everyone start [posting topic ideas](#) in CANVAS: [Forum F5.2](#)
- Finish [AAVE and Genderlect assignments](#)
 - * Features of *African American Vernacular English exercise* (AAVE; [due July 5, 2023](#))
 - * *Language and Gender essay* (Genderlect; [due July 5, 2023](#))
 - * [Swales & Feak](#): *Academic Writing for Graduate Students*; section on [literature reviews](#) or *Telling a research story: writing a literature review* (both available in Bush); ~~will be required in *Language and Society* ESL 8100~~ ([I checked and it is no longer required](#))
- Next time: [midterm handed out](#); take-home
 - o Preview: [Pragmatics chapter review exercise](#) (Lesson 5/Supplemental Materials)
 - Will be option for midterm (question 3b)
 - Will be discussed in Lesson 6 next week
 - o Follow rubric at bottom of exercise page
- Watch *Black on White* video from the PBS series *The Story of English* (if not done yet; to be found in Lesson 5/Readings)

END OF CLASS
