THE SOUTHEASTERN CONFERENCE ON LINGUISTICS

Thursday - Saturday April 12-14, 2012
Hyatt Regency - Lexington, KY

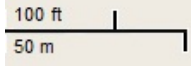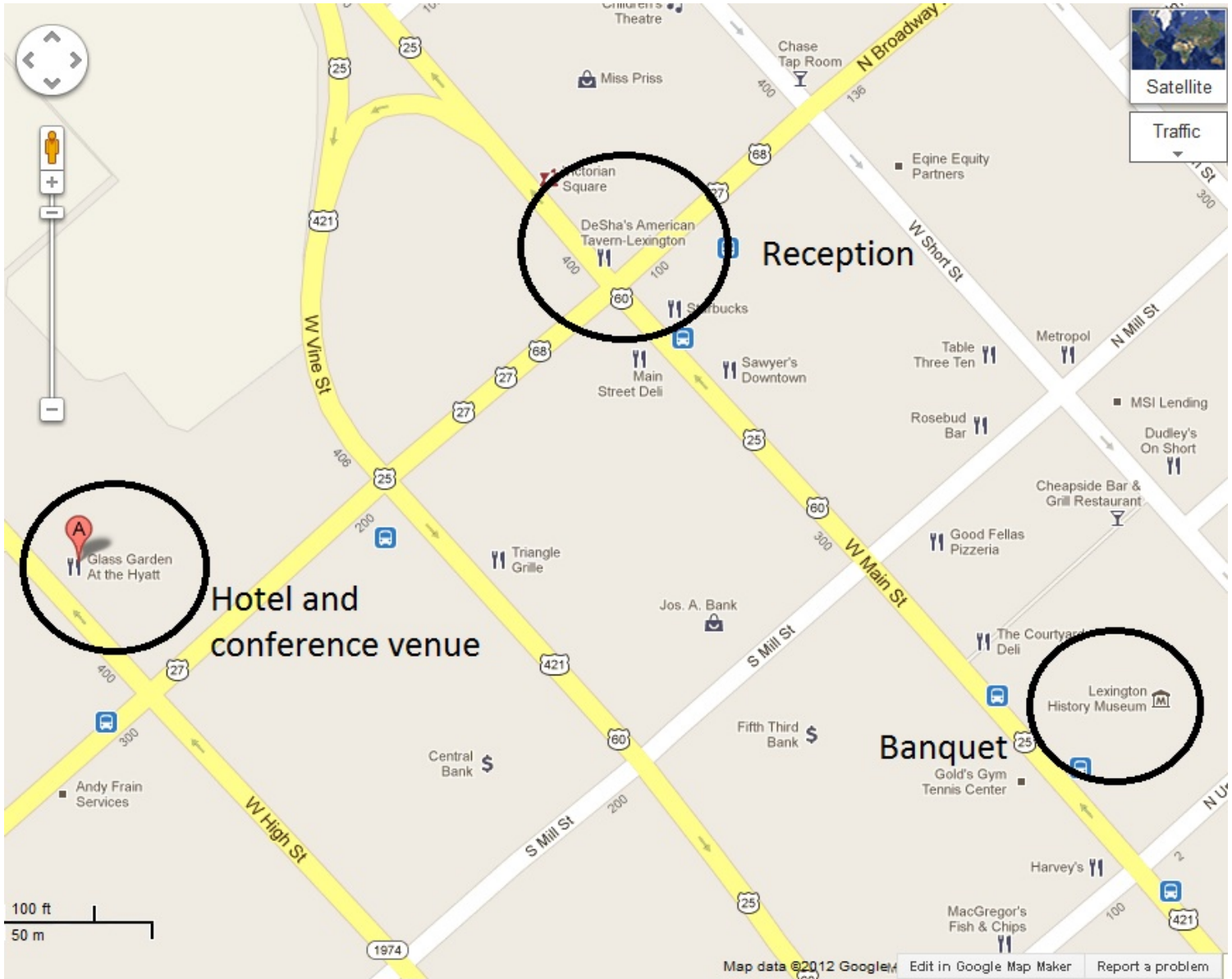**CONFERENCE SCHEDULE AND ABSTRACTS**

BASIC INFORMATION

Welcome to Lexington! The University of Kentucky (UK) is pleased to host the Southeastern Conference on Linguistics (SECOL) annual meeting. We have worked very hard to make this an enjoyable conference. We hope you enjoy your stay. Please refer to the conference website (secol.as.uky.edu) for information regarding Lexington, UK, and other related matters. Here is some information that might make your visit a little easier. On the next page, there is a map of the downtown area with our venues highlighted. Let us know if you have questions about how to get to each location.

The reception will be held Thursday evening after the plenary address at deSha's Restaurant. This reception is included in your registration costs and will consist of hors d'oeuvres and a drink only. You may want to sit down and have dinner at the restaurant. The food is quite good. The banquet will be held Friday evening after the plenary address at the Lexington Historical Museum. It is a slightly longer walk, though much of it can be done indoors on the connecting pedways (useful if we have rain). The cost of the banquet is $30 per person (guests welcome), which can be paid at the registration desk any time before the banquet. It includes dinner, provided by Bluegrass Catering and there will be a cash bar as well. We will also have entertainment – Gurney Norman will read some of his writings and Will Bacon and Nikos Pappas will play music. Please consider joining us!

If you need assistance with anything, please try to locate one of the UK people, who will each have a blue sticker on their name badges. Also, any questions that need attention from the local host can be left at the registration desk.

Finally, we wish to express our greatest gratitude to the following University of Kentucky campus units for their support of this conference: Vice President for Research, College of Arts & Sciences, English Department, Appalachian Studies Program, American Studies Program, Linguistics Program, Department of Modern and Classical Languages, Literatures, and Cultures, Division of Writing, Rhetoric, and Digital Media, Hispanic Studies, Sociology Department, Anthropology Department, and the UK Linguistics Club.

CONFERENCE SCHEDULE

Thursday, April 12

10:00-10:30	**Patterson B**	Opening Remarks Jennifer Cramer, local host
10:30-12:00	**Patterson A** Jason McLarty (North Carolina State University) Charlie Farrington (North Carolina State University) Channing Johnson (North Carolina State University)	**Chair: Nathalie Dajko (Tulane University)** 10:30-11:00 – The Role of Accentual Phrases in the Distinguishing African American English Intonation 11:00-11:30 – A Class-less Variable in AAE: Word-final Devoicing 11:30-12:00 – Metalinguistic Awareness and African American English Use among Long-Term Research Subjects
	Patterson B Karen W. Burdette (Tennessee Technological University) Melanie Camurati (North Carolina State University) Megan E. Melançon (Georgia College and State University)	**Chair: Robin Sabino (Auburn University)** 10:30-11:00 – *Fui, fuiste, fue, fuimos, fuisteis, fueron*: Yeah, but what can you *do* with that? 11:00-11:30 – Linguistic Variation and ESL: A New Curriculum 11:30-12:00 – Language Learning and the Magic Stone
	Patterson C Jon Coffee (University of Kansas)	**Chair: Allison Burkette (University of Mississippi)** 10:30-11:00 – You Might Could Say That: Multiple Modals in Appalachian English

	Allison Burkette (University of Mississippi) Bridget L. Anderson (Old Dominion University)	11:00-11:30 – "You're not going nowhere": Indexing, stance and the use of Appalachian grammatical features in storytelling 11:30-12:00 – Appalachian Stances in the Diaspora
12:00-1:00	Lunch on your own	
1:00-2:30	**Patterson A** Heather Wright (North Carolina State University) Raina Heaton (Tulane University) Patricia Anderson (Tulane University) Katherine Bell (Tulane University) Joshua Rogers (Tulane University)	**Chair: Nathalie Dajko (Tulane University)** 1:00-1:30 – Language Shift and Maintenance in the Filipino Community of the Virginia Beach Area 1:30-2:00 – Gendering of Tunica Nouns and its Relevance to Language Revival 2:00-2:30 – A sociolinguistic examination of Tunica trickster identity, from Tunica Myth
	Patterson B Robin Sabino (Auburn University) Mark Honegger (University of Louisiana, Lafayette)	**Chair: Sarah Tsiang (Eastern Kentucky University)** 1:00-1:30 – Towards an Explanation of Personally Patterned Variation: Insight from the A-Curve 1:30-2:00 – The Rise of the Personal

	Sarah Tsiang (Eastern Kentucky University)	2:00-2:30 – Gone the Way of the Horse and Buggy or Not: Equestrian Expressions in Changing Times
1:00-4:00	**Patterson C** Christina Tortora (CUNY) Michael Montgomery (University of South Carolina) Frances Blanchette (CUNY)	**WORKSHOP: A hands-on introduction to the *Audio-Aligned and Parsed Corpus of Appalachian English* (AAPCAppE)** Note: If you are interested in taking part in this workshop, please bring your own laptop and headphones, if possible.
2:30-2:45	**Patterson Pre-function**	Break
2:45-4:45	**Patterson A** Baraa A. Rajab (George Mason University) Liang Zhang (North Carolina State University) Bonny Paez (George Mason University)	**Chair: Felice Coles (University of Mississippi)** 2:45-3:15 – Arabic learners' production of regular English past tense verbs 3:15-3:45 – She Thinks Vivian Had Fun with the Green Light: Study on Negative Transfer of Sichuan Dialect to English Pronunciation 3:45-4:15 – The effect of coda composition on the L2 reduction of English diphthongs: evidence from Spanish
	Patterson B Jason Wagner (George Mason University) Amanda Eads (North Carolina State University)	**Chair: Jeffrey Reaser (North Carolina State University)** 2:45-3:15 – The Interaction between Codas and their Preceding Vocalic Environments in Vietnamese English 3:15-3:45 – The Emergence of Lebanese English in the American South: The Configuration of Substrate and Dialect Accommodation

	Caroline Myrick (North Carolina State University) Benjamin Torbert (University of Missouri-Saint Louis)	3:45-4:15 – Prosodic rhythm in Bahamian English: Comparative Evidence from Socioethnic Varieties on Abaco Island, the Bahamas 4:15-4:45 – A First Look at Consonant Cluster Reduction in Mississippi Choctaw English
5:00-6:00	**Patterson A, B, C**	**PLENARY ADDRESS** **Mary Bucholtz (University of California, Santa Barbara)** **The Elements of Style**
6:30-???		Reception – deSha's

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Friday, April 13

8:00-9:00	**Patterson Pre-function**	Light Breakfast
9:00-10:30	**Patterson A** Francisco Morales (Michigan State University) Francia Martinez (University of Michigan-Dearborn) Felice Coles (University of Mississippi)	**Chair: Sadia Zoubir-Shaw (University of Kentucky)** 9:00-9:30 – A Linguistic Analysis of Colombian Advertising in English and Spanish 9:30-10:00 – Authentication Sequences in Isleño Spanish Narratives
	Patterson B Frances Blanchette (CUNY) Ager Gondra (Purdue University) Leslie Layne (Lynchburg College)	**Chair: Andrew Hippisley (University of Kentucky)** 9:00-9:30 – Negative Concord as a feature of all English grammars 9:30-10:00 – Different types of nouns, different types of projections 10:00-10:30 – Passivization and obliqueness
	Patterson C Michael Ellis (Missouri State University) Tanja Szabo (George Mason University)	**Chair: Claiborne Rice (University of Louisiana at Lafayette)** 9:00-9:30 – Lost Voices of Appalachian English: Civil War Letters as Linguistic Evidence 9:30-10:00 – Monopthongization of /aj/ in rural Appalachian Regions

	Paul Reed (University of South Carolina)	10:00-10:30 – Inter- and Intra- Generational Monophthongization and Southern Appalachian Identity: A Family and Self Study
10:30-10:45	**Patterson Pre-function**	Break
10:45-12:15	**Patterson A** Steven Coats (University of Georgia) Karen Tatum (Norfolk State University) Sasha Johnson-Coleman (Norfolk State University) John DePriest (Tulane University)	**Chair: Katherine Bell (Tulane University)** 10:45-11:15 – Web Corpora for Discourse Analysis: The Language of Travel and Tourism 11:15-11:45 – The Body as a Battleground: The Discourse Between Patient and Medical Professional 11:45-12:15 – Changing Topics of Gender Discourse and Power Relations in American Country Music
	Patterson B Antonio Reyes (Washington and Lee University) Liang Zhang (North Carolina State University)	**Chair: Robin Rahija (University of Kentucky)** 11:15-11:45 – Two presidents, two ideologies and five ways to legitimize action 11:45-12:15 – Biased News in Political Discourse
	Patterson C Greg Johnson (Michigan State University)	**Chair: Mark Lauersdorf (University of Kentucky)** 10:45-11:15 – The Ingredients of a Phrasal Approximative: Insight from Appalachian English '*liketa*'

	Judy Bernstein (William Paterson University) Raffaella Zanuttini (Yale University)	11:15-11:45 – Linking split subjects and negative inversion in Appalachian English
	Solveig Bosse (University of Iowa)	11:45-12:15 – Semantics of Appalachian Personal Datives
12:15-1:15	Lunch on your own Executive Committee Meeting at Lunch (Patterson H)	
1:15-3:15	**Patterson A** Jessica DeLisi (University of California, Los Angeles) Andy Paczkowski (University of Georgia) Mark Wenthe (University of Georgia) Tim Dempsey (University of California, Los Angeles) Andrew Byrd – Organizer (University of Kentucky)	**PANEL: The Use of Typology in Indo-European Linguistics** The Effect of Social Attitudes on Language Contact Phenomena: Three Case Studies from the Ancient Indo-European World The Typology of Focus Constructions in Indo-European Languages 'Second Position' Clitics: Lessons from the Rig Veda Hittite Reduplication: a Typological Analysis Understanding the Hittite s ~ Luvian t Correspondence through Typology

	Patterson C Jennifer Cramer – Organizer (University of Kentucky) Anita Puckett (Virginia Tech) Rebecca Greene (Stanford and NORC) Kris Adams (University of Kentucky) Brandon Jent (University of Kentucky)	**PANEL: Language in Kentucky** Dialect Perception, Varying Social Information, and Regional Identity The Pragmatics and Metapragmatics of "Well" in Southeastern Kentucky Conversational Discourse: Politeness and (Dis)Approval in "Just Talkin." Phonetic and morphosyntactic variation in rural Eastern Kentucky English The Pin/Pen Merger: An Analysis of Dialectal Speech Patterns in a Formal Register
3:15-3:30	**Patterson Pre-function**	Break
3:30-4:30	**Patterson A** Byunghyun Jang (Louisiana State University) Youngsu Kim (Youngdong University) Caroline Myrick (North Carolina State University) Agnes Bolonyai (North Carolina State University)	**Chair: Stayc DuBravac (University of Kentucky)** 3:30-4:00 – Language use and development of a bilingual child who is learning two languages simultaneously 4:00-4:30 – *Mondom*, "every jail's got a phone": Code-switching for reported speech in bilingual narrative

	Patterson B Jinwen (Wendy) Zeng (University of South Carolina Upstate) Calvin Odhiambo (University of South Carolina Upstate) David Marlow (University of South Carolina Upstate) Ralf Thiede (University of North Carolina, Charlotte) Matthew Banks (University of North Carolina, Charlotte) Laura Mead (University of North Carolina, Charlotte)	**Chair: Andrew M. Byrd (University of Kentucky)** 3:30-4:00 – Sexism in Cursing Words of Mandarin 4:00-4:30 – ic monigum sceal wisdom cyþan: Riddle 95
	Patterson C Walt Wolfram (North Carolina State University) Bethany Dumas (University of Tennessee)	**Chair: Jennifer Cramer (University of Kentucky)** 3:30-4:00 – Sociolinguistic Myths in the Study of Appalachian English 4:00-4:30 – Life in Them Thar Hills
5:00-6:00	**Patterson A, B, C**	**PLENARY ADDRESS** **Michael Montgomery (University of South Carolina)** **Hain't You Got a Right to Say It?: Disentangling the History of Ain't in the English of Appalachia**
6:30-???	Banquet – Lexington Historical Museum Remarks: Kumble Subbaswamy, Provost (University of Kentucky) Entertainment: Gurney Norman (University of Kentucky); Music by Will Bacon and Nikos Pappas	

Saturday, April 14

8:00-9:00	**Patterson Pre-function**	Light Breakfast
9:00-11:00	**Patterson A** Michael A. Rodgers (Tulane University) Sara Lide (University of South Carolina) Julia McKinney (University of South Carolina) Aslihan Akkaya (Southern Illinois University Carbondale)	**Chair: Jeanmarie Rouhier-Willoughby (University of Kentucky)** 9:00-9:30 – Garifuna, Race, and Rastafarianism: the making of a Pan-Caribbean Afrocentric identity 9:30-10:00 – Negotiating Relationships across Institutional Boundaries: The Role of a High School Sorority 10:00-10:30 – "Tammy's done been to jail": Narrating unexpected events 10:30-11:00 – 'Voice' Behind Text: An Ethnographic Analysis of 'Voice' in Online Communication
	Patterson B Tamara Lindner (University of Louisiana - Lafayette) Anna Howell (University of Louisiana - Lafayette) Claiborne Rice (University of Louisiana at Lafayette) Wilbur Bennett (University of Louisiana at Lafayette)	**Chair: Corrine McCarthy (George Mason University)** 9:00-9:30 – Testing the Waters: Integrating Louisiana French into the Standard French Curriculum 9:30-10:00 – From Data to Map: Processing Perceptual Microdialect Data with Topic Models

	Nathalie Dajko (Tulane University) Tamara Lindner (University of Louisiana - Lafayette)	10:00-10:30 – How do you say Tchoupitoulas? Language heritage and New Orleans street names 10:30-11:00 – Cajun French and Cajun English as Linguistic Correlates of Cajun Culture: Opinions of University Students in South Louisiana
	Patterson C Bridget L. Anderson (Old Dominion University) Bethany Dumas (University of Tennessee) Beverly Flanigan (Ohio University) Michael Montgomery (University of South Carolina) Walt Wolfram (North Carolina State University)	**Discussant: Jennifer Cramer (University of Kentucky)** PANEL: Needed Research on the English of Appalachia
11:00-11:15	**Patterson Pre-function**	Break
11:15-12:45	**Patterson A** Gaillynn Clements (University of Cambridge, High Point University)	**Chair: Kari Burchfield (University of Kentucky)** 11:15-11:45 – "It's not Shakespeare": Teaching Linguistics in a Literature Class

	Ralf Thiede (University of North Carolina, Charlotte)	11:45-12:15 – Where Syntax and Cognition Interface
	Jeffrey Reaser (North Carolina State University)	12:15-12:45 – Increasing teachers' linguistic knowledge through professional development webinars
	Patterson B Jon Forrest (North Carolina State University) Elise Morse-Gagne (Tougaloo College)	**Chair: Brenna Reinhart Byrd (University of Kentucky)** 11:15-11:45 – (Standard) English Only: English-Only Movements and the Dialects of Power 11:45-12:15 – Mississippi College Slang
	Patterson C Arika Dean (North Carolina State University) Joshua Rogers (Tulane University) Jeanne Johnson Holmes (Northern Kentucky University) Doug Mahony (Lehigh University) Sasha Johnson-Coleman (Norfolk State University)	**Chair: Mary B. Zeigler (Georgia State University)** 11:15-11:45 – The Performance Register in Appalachian Storytelling 11:45-12:15 – Authenticity and Sincerity in Performance of Appalachian-style Music 12:15-12:45 – Appalachian accent and person-occupation fit: A new perspective on accent bias
12:45-1:45	Lunch on your own	

1:45-2:15	Patterson B	SECOL Business Meeting
2:15-4:15	**Patterson A** Michael J. Fox (North Carolina State University) Corrine McCarthy (George Mason University) Katherine McDonald (North Carolina State University) Dylan D. Phillips (Winthrop University)	**Chair: Rusty Barrett (University of Kentucky)** 2:15-2:45 – *Caught* in the Act of Merger: Transition and Undershoot in the Low Back Vowel Merger 2:45-3:15 – Children of foreign immigrants as leaders of change? 3:15-3:45 – Researching voice quality in sociolinguistics: incorporating acoustic measurement techniques in the study of stylistic variation 3:45-4:15 – My Russian Sister: A Personal Look at Language Change in Foreign Accent Syndrome
	Patterson B Todd Hughes (University of Florida) Andrew Hippisley (University of Kentucky) Gregory T. Stump (University of Kentucky) Ager Gondra (Purdue University)	**Chair: Francisco Salgado-Robles (University of Kentucky)** 2:15-2:45 – Wakhi subject markers: Agreement or pronominal clitics? 2:45-3:15 – A Defaults-based Account of Alignment in Eastern Iranian 3:15-3:45 – Internal Structure of Urdaibai-Basque Relative Clauses

Patterson C Christina Schwaller (North Carolina State University) Hayley Heaton (North Carolina State University)	**Chair: Shayla Mettille (University of Kentucky)** 2:15-2:45 – Construction of Affect in an Online Support Group: An Appraisal Theory Analysis 2:45-3:15 – Southern Dialect in the Portrayal of Fictional Television Characters

Sunday, April 15

A day at the races! As a post-conference activity, we plan to go to Lexington's famous horse track, Keeneland Race Course, for a day of sun (hopefully) and winning (hopefully)! You can find more information here: http://www.keeneland.com/default.aspx. The track is located near the airport, so you can drive your rental car to the track and leave directly from there. For those of you without cars, we will be able to provide transportation between the track and the airport. Also, we plan to take the Lexington Colt Trolley from downtown Lexington to Keeneland. We can ride the trolley for $1 each way, which also includes a $2 voucher for food at Keeneland. General admission is not included in this price. We hope you stay and join us!

PLENARY ABSTRACTS

The Elements of Style
Mary Bucholtz (University of California, Santa Barbara)

Traditionally, style has been theorized in sociocultural linguistics in two different ways: within quantitative sociolinguistics it has been conceptualized as intraspeaker variation across social contexts (Labov 1966), while within qualitative sociolinguistics it has been understood as interspeaker variability in interactional norms due to cultural differences (Gumperz 1982; Tannen 1984). Over the past decade, however, a third perspective on style has gained ground, thanks to the efforts of scholars working within a variety of sociocultural linguistic approaches (e.g., Auer 2007; Coupland 2007; Eckert and Rickford 2001; Mendoza-Denton 2008). In this view, style is not determined by pre-existing social or cultural factors but is instead an agentive semiotic practice through which social identities are constituted.

Drawing primarily on my own past and current research on language and youth identities in the United States, in this presentation I provide an outline of what I consider the key elements of this new concept of style:
- (1) distinctiveness (styles gain meaning only in relation to other styles)
- (2) complexity (styles are bundles of semiotic features)
- (3) recombination (stylistic features can be combined in new ways)
- (4) power and agency (styles are actively created by stylistic agents, but stylistic choices are limited by uneven access to semiotic resources)
- (5) habitus (use of a given stylistic feature may be a habitual practice rather than a deliberate choice)
- (6) interpretability and resignification (styles gain their social meaning through the interpretations of other social actors, but new meanings can also be created by stylistic agents)
- (7) contextualization (styles are locally situated within and are co-constitutive of ethnographic and interactional contexts)

I argue that theorizing style as a semiotic practice with these characteristics has been crucial to the nuanced analysis of identity within sociocultural linguistics.

Hain't You Got a Right to Say It?: Disentangling the History of Ain't in the English of Appalachia
Michael Montgomery (University of South Carolina)

Everyone knows the revulsion directed at *ain't*, yet generations of contempt and correction have succeeded mainly in driving it somewhat underground. Stating that "the history of *ain't* is both complicated and obscure, and the amount of real historical investigation devoted to it has been very small compared to the reams of paper that have been written to condemn it," *Webster's Dictionary of English Usage* (1989) devotes 4½ pages to the form, nine-tenths of which deals with three centuries of commentary and the contexts of its use in the 20th century as a stylistic marker among educated speakers. Attestations of *ain't* (or any form that can be interpreted as it, such as *aint* or *ant*) suggest development in the 17th century, but these are too few to prompt a consensus on wether it first derived from *am not*, *are not*, or *is not*. Of course *ain't* is also a variant of *has not* and *have not*. Rather surprisingly, the first attestation of forms of all four (all apparent predecessor) to *ain't* appear within 35 years of one another, between 1675 and 1710. Does this information suggest one etymology or more?

The origin of *ain't*, like so many speech-based forms, will probably remain a puzzle, but many unknowns exist for its subsequent history as well. Grammarians like Jesperson, dependent as they have been on data from published literature, have been left largely to speculate on the extent to which *ain't* as a variant of forms in the *be + not* paradigm have compared to *ain't* in the *have* paradigm. It would not be surprising if the two paradigms fell together to some extent, but how might we tell? The keys to answer this question lie in two things. First, we must remember that *ain't* itself has a variant: *hain't*. Is the usage of *hain't* governed primarily by phonological considerations (whether it occurs in stressed positions) or paradigmatic (whether it represents forms of *have*

rather than *be*). Only a quantitative study, heretofore conspicuous by its absence, can compare and disentangle the patterns and tell us whether *ain't* became one verb rather than two. In other words, what is the extent to which *hain't* represents forms of *be* and *ain't* represents forms of *have*? The second thing is that we need manuscript data–lots of it–to compare the patterning of linguistic factors.

Fortunately a body of manuscript data is being built. The Corpus of American Civil War Letters has since 2007 tracked down and transcribed several thousand documents written by little-educated soldiers and their kinfolk on the home front. A sub-corpus of CACWL for soldiers from Appalachia comprising c500,000 words will be explored in this presentation. In it one finds 119 instances of *aint*, 113 of *ant*, 115 of *haint*, and 304 of *hant*, for a total of 651 of all four. The sub-corpus contains c1500 contexts with negated forms of *be* or *have* or their equivalents. It is not surprising to find sentences like the following:

1) I seed the 18 Regt whar Miles is in they *haint* more then 200 hundren yards from the 28th.
2) I *aint* recivd hit.

This presentation cannot argue that *aint* and *haint* were more prevalent in Appalachia in the mid-19th century than elsewhere. Such a claim can come only from comparing CACWL's various sub-corpora. What it can do, however, is to outline patterns as they were found in the unschooled writing of individuals from the region of Appalachia and to show the way forward in tracing the development of vernacular forms of American English. One can be certain that Professor Jesperson would approve.

PANEL ABSTRACTS

The Use of Typology in Indo-European Linguistics
Andrew Byrd – Organizer (University of Kentucky)

Indo-European (IE) Linguistics is one of the oldest sub-branches of linguistics, with contributions of pioneers such as Grimm, Sievers and de Saussure. Given its distinguished pedigree, many Indo-Europeanists have remained faithful to the tried-and-true ways of their predecessors, working within pre-Generative frameworks and wielding the Comparative Method as their primary tool of scientific inquiry.

However, a gradual shift in methodology is underway. While Indo-Europeanists have traditionally limited their focus to data found solely in the ancient IE texts, a number of scholars have begun to ask two basic, but important questions. 1) How were the ancient IE languages and their hypothetical parent language, Proto-Indo-European (PIE), similar to languages spoken today? And 2) how can our knowledge of these languages contribute to the study of human language in general? It is in this way that linguistic typology is becoming increasingly important within Indo-European linguistics, and vice versa.

This panel will showcase five participants, who incorporate typology within their work in IE linguistics. While the breadth of this proposed panel is quite large, with topics on language contact, syntax, morphology and phonology, the primary focus is constant: what similarities can we find between the ancient IE languages and those of today, and how might they aid us in our understanding of Language as a whole?

The Effect of Social Attitudes on Language Contact Phenomena: Three Case Studies from the Ancient Indo-European World - Jessica DeLisi (University of California, Los Angeles)
I will analyze three examples of multilingual situations in the ancient world: Vedic India, the Hittite Empire in Anatolia, and Armenia during the Persian Empire. The Vedic community was in relatively continual contact with

speakers of other, mostly Dravidian, languages, and yet there is little evidence of borrowing other than plant-names. The ancient Near East was a notoriously multilingual and cosmopolitan zone. Armenia was under Persian rule for a millennium. In only the last situation do we see major effects of contact on the development of the language. It is the aim of this paper to explore the socio-historical and religious factors which promoted contact phenomena in the Armenian-Iranian case and almost completely blocked them in the case of Vedic India. The Hittite case falls in the middle, as should be predicted based upon these same factors.

The Typology of Focus Constructions in Indo-European Languages - Andy Paczkowski (University of Georgia)
I will address the typology of focus constructions in IE languages across both space and time. It can be shown that there is a regular process of syntactic change that truncates extraposed focus clauses in the left periphery, and that this process serves as the sole source for the creation of focus morphemes. For example, the Vedic focus particle *id* has been shown to derive from the anaphor of an it-cleft; likewise the Middle Welsh focusing complementizer *a* derives from a relative pronoun through its use in cleft constructions. By taking a diachronic approach, we can organize the typology of focus constructions in the form of a timeline, with points defined along a grammaticalization cline that flows from it-cleft to focus particle to focus clitic. This analysis allows us to reliably reconstruct syntactic patterns; not only those used for expressing focus, but through these also such things as word order and morphology.

'Second Position' Clitics: Lessons from the Rig Veda - Mark Wenthe (University of Georgia)
I will investigate clitics, which are prosodically deficient, obligatorily bound lexical items. Since Zwicky's seminal typology of clitics, clitics have been divided into two categories: 'simple' clitics that occur in the same position as their non-clitic counterparts, and 'special' clitics that differ syntactically from their non-clitic counterparts. One highly discussed category of 'special' clitics are those that occur in 'second position'. In addition, there is an asymmetry in the distribution of clitics. Whereas 'second position' clitics are common, no language displays 'next to last' clitics. As such, accounting for 'second position' has resulted in a number of approaches ranging from strictly morphological to strictly syntactic in addition to various mixed approaches employing syntactic processes with phonological rearrangement. 'Second position' enclitic pronouns of Vedic Sanskrit suggest that a mixed approach is the correct analysis, while also suggesting that 'second position' is not as special as it appears.

Hittite Reduplication: a Typological Analysis - Tim Dempsey (University of California, Los Angeles)
I will examine the typologically common phenomenon of reduplication in the Hittite verb. Reconstructed PIE employed reduplication as a stem-forming process in a number of verbal categories, most notably the so-called 'perfect' (stative) aspectual stem. Hittite, a descendant of PIE, also makes use of a number of different reduplicative patterns in its verbal system, although the exact details of the grammatical or semantic distinctions (if any) have yet to be worked out. We find onset +V copy-vowel reduplication (*kukkurs-* 'maim'), *e*-reduplicant (*wewakk-* 'demand'), *i*-reduplicant (*lilhu(wa)-* 'pour'), *a*-reduplicant (*lalukk-* 'shine'), and partial/total stem reduplication (*kurkuriya-* 'intimidate'). Many have argued to what extent Hittite forms reflect inherited patterns, if any; proposals range from total inheritance to dereduplication and renewal. This paper will argue that formally, one expects typologically trivial copy-vowel reduplication to gradually replace more marked patterns, with semantically 'affective' or imperfectivizing contrasts to replace a typologically uncommon reduplicated stative.

Understanding the Hittite *s* ~ Luvian *t* Correspondence through Typology - Andrew Byrd (University of Kentucky)
I will focus on the s ~ t correspondence in Hittite and Luvian, as illustrated by Hitt. sag^{w}a- ~ Luv. tāwa/i- 'eye' and Hitt. sēḫur ~ Luv. tūr- 'urine'. Recent scholarship suggests that Hitt. s and Luv. t both derive from an inherited dissimilated PIE *h$_3$ (likely a voiced pharyngeal fricative), going against the earlier view that Luv. *t derives from Proto-Anatolian *s. However, this innovative hypothesis requires a number of difficult phonological assumptions, such as the reconstruction of a "palatalized pharyngeal", a sound that is phonetically impossible! This paper will

put forth an alternative hypothesis that is typologically more plausible, suggesting that inherited *s became Luvian t by dissimilation of the feature [continuant], as seen in the common pronunciation of Eng. diphthong as [dɪpθɑŋ]. Thus, Luv. tāwa/i- < *taɣʷa- < *saɣʷa- and Luv. tūr- < *teḫur- < *seḫur-.

Language in Kentucky
Jennifer Cramer – Organizer (University of Kentucky)

On the occasion of SECOL being held in Lexington, this panel examines the specific linguistic situation of Kentucky by presenting research that utilizes various methodologies and includes discussions of the diverse regions within the state. This panel serves to honor Terry Lynn Irons, SECOL member and treasurer, who conducted research on the state and educated many Kentucky students. The panel will begin with a brief discussion of his work in Kentucky and will continue with four presentations about language in Kentucky.

Dialect Perception, Varying Social Information, and Regional Identity - Jennifer Cramer (University of Kentucky)
This presentation examines how differences in social knowledge affect how speakers are perceived. Data from three focus group interviews will be discussed. Each group heard the same segment of speech from the reality television show Southern Belles: Louisville, but each group was given slightly differing social information: one group knew the speaker was from Louisville and the others thought the speaker was from Nashville or Indianapolis. Focus group interviews involved group reactions to and ideologies about the speaker, and discourse analytic methods were used to analyze the data. I examine how stereotypes Louisvillians have about the South and Midwest surface in discussions about people thought to be from those regions and discuss how that bears on their stereotypes of what it means to be from Louisville.
The findings indicate that these Louisvillians vary widely in terms of how they classify Louisville. Participants often categorized Louisville as Midwestern, though many participants preferred descriptions that allowed for some combination of Southern and Midwestern/Northern cultures. Some participants specifically indicated that they thought Louisville was located somewhere between at least two definable regions, suggesting that identity affiliations at this border are rather dynamic.

The Pragmatics and Metapragmatics of "Well" in Southeastern Kentucky Conversational Discourse: Politeness and (Dis)Approval in "Just Talkin." - Anita Puckett (Virginia Tech)
This presentation draws upon eight years of ethnography of discourse participant observation research in southeastern Kentucky yielding over 180 hours of recorded speech to describe how a particular use of "well" in everyday conversational discourse pragmatically and metapragmatically entails the moral language of "talking right" in rural speech communities. Focused on is a particular usage of "well" characterized by a basic conversational adjacency pair of

A: [a statement regarding a presumed state of affairs or behavior]
B: "Well."

"Well" exchanges of this type are noteworthy for their flat intonation and lack of comment following "well." This form of "well" usage is far more than simply a phatic, interjective, affirmative, or punctiliar discourse marker. Nor is it one that simply signals an interlocutor's interest in terminating a conversational topic. It also entails a system of metapragmatic relations that semiotically constitute a subtle but very powerful system of politeness. The use of "well" indicates that the initial speaker's utterance has been heard and acknowledged. Contrasting to this pattern, is one in which "well" is not offered in similar conversational contexts, replaced instead by silence. In such contexts, the absence of "well" signifies disapproval or dismissal of the initial statement without being insulting or rude.

This system of "well" presence or absence therefore regulates interpersonal relations particularly as they relate to interlocutors co-construction and affirmation of community or group identity—or rejection of it. In constructing these relations, "well" also contributes to the construction of linguistic ideologies of moral, or "right" relations with others and its absence signifies disapproval not only of the semantic meaning of the utterance, but, potentially, social marginalization of the speaker him or herself. This presentation therefore contributes to a theoretical understanding of politeness and the constitutive role of language in constructing culture.

Phonetic and morphosyntactic variation in rural Eastern Kentucky English - Rebecca Greene (Stanford and NORC)
This project describes the use of pre-voiceless /ay/ monophthongization, /ʌ/ fronting and raising and *was* leveling in the speech of 30 socially stratified female long-term residents of 'Wilson' County, in rural Eastern Kentucky. It finds widespread use of nonstandard phonetic features, including 89% (n=300) pre-voiceless ay monophthongization, 100% /ʌ/ fronting (n=299) and 86% /ʌ/ raising (n=299). The only participants who use low levels of pre-voiceless /ay/ monophthongization are in long-term relationships with non-Southern partners. Interview data suggest that participants use such high levels of nonstandard phonetic features, including the salient Southern stereotype of pre-voiceless /ay/ monophthongization, in part due to a strong local identity forged in oppositional reaction to linguistic and cultural marginalization.
In contrast to their highly nonstandard phonology, Wilson Countians' use of *was*-leveling is restricted to only 31% (n=438). This finding is in line with several participants' explicitly expressed belief that although nonstandard pronunciation is natural and desirable, nonstandard grammatical features are incorrect and best avoided. The finding also demonstrates that members of subordinate social groups may have complex relationships with ideologies that marginalize them.

The Pin/Pen Merger: An Analysis of Dialectal Speech Patterns in a Formal Register - Kris Adams (University of Kentucky), Brandon Jent (University of Kentucky)
It is not uncommon to hear newscasters described as having little evidence of an "accent" in their speech, with people suggesting that newscaster speech is similar to Midwestern speech. This style of speech is expected to be devoid of regional dialect features. This presentation aims to show evidence of dialectal variation in the speech of newscasters at two Kentucky television stations.
Research has suggested that the pin/pen merger, a marker of Southern speech, is confined to the Southern portion of the United States. Speakers in Kentucky, being marginally Southern, have the potential to exhibit both Southern and non-Southern patterns. The data for this study come from the speech of several newscasters at a television station in Lexington and its sister affiliate in Hazard. Segments of speech from broadcasts were transcribed, and words containing [ɪ] and [ɛ] before a nasal were selected for spectral analysis using PRAAT, to determine the level of merger.
We suggest that, because of Lexington's urban setting and Hazard's location in Appalachia, reporters in Hazard are more likely to exhibit the pin/pen merger. Preliminary evidence indicates that the pin/pen merger is more prominent in the formal registers of newscasters in Hazard than those in Lexington, though the merger is present in the speech of Lexington newscasters.

WORKSHOP ABSTRACT

A hands-on introduction to the Audio-Aligned and Parsed Corpus of Appalachian English (AAPCAppE)
C. Tortora, City University of New York (College of Staten Island and The Graduate Center)
B. Santorini, University of Pennsylvania
M. Montgomery, University of South Carolina
F. Blanchette, City University of New York (The Graduate Center)

Workshop facilitators:
Christina Tortora, Michael Montgomery, & Frances Blanchette

Background: The *Audio-Aligned and Parsed Corpus of Appalachian English* (AAPCAppE) is an in-progress project, which will ultimately create an innovative database that will further research in the various sub-disciplines of Linguistics, and afford novel approaches to the analysis of English dialect data. The ultimate product will include an online, freely accessible, ~1,000,000-word syntactically annotated (or "parsed") corpus of Appalachian English, to be accompanied by a full set of digitized recordings of the underlying speech signal, in the form of .wav files. The .wav files showing the acoustic signal will be text-searchable using Praat (Boersma and Weenink 2011) or ELAN (Wittenburg, P., et al. 2006), while the syntactically annotated text files will be searchable by any standard tree query language (e.g., *CorpusSearch*, Randall 2009). This project, which will create the first such corpus of any variety of English, is based on M. Montgomery's *Archive of Traditional Appalachian Speech and Culture* (ATASC), an unparsed corpus consisting of the speech and corresponding transcriptions compiled from oral history project recordings housed at various colleges and institutions in the Appalachian region.

Workshop: The purpose of this workshop is to introduce the AAPCAppE project to the community of scholars by providing an opportunity for hands-on experience manipulating a ~50,000-word sub-corpus. The workshop will be divided into two parts. The first part will provide background information on the project, and discuss various aspects of our corpus creation protocol; our aim here is to provide a model framework for participants that will allow them to take on similar projects of their own. The second part will give participants the opportunity to access the sub-corpus directly with their laptops. We will engage in small-scale inquiries in the phonology and morpho-syntax of Appalachian English, guiding participants through hands-on exploration. Together, the two parts of the workshop will outline and demonstrate the potential of AAPCAppE to investigate an unprecedented range of linguistic issues in a novel way, and will encourage participants to create their own corpora.

Participants are required to bring a laptop computer and headphones, and if possible to pre-register.

PAPER ABSTRACTS

'Voice' Behind Text: An Ethnographic Analysis of 'Voice' in Online Communication - Aslihan Akkaya (Southern Illinois University Carbondale)

This study explores how a group of young Turkish-American women in the absence of prosodic features successfully understand the 'voice' of online messages that have been exchanged on Facebook. This research utilizes methods of linguistic anthropology and discourse analysis. More specifically, methods of ethnography of communication and discourse-centered approach to culture are the primary methods of analysis. By following these frameworks, I have conducted a three-year online ethnography and observed a group of young Turkish-American women's online communicative practices. However, this study is not a cyberethnography instead it employs the traditional methods of ethnography. In addition to online observation, I have conducted several interviews with my consultants. In this work, I approach online ethnography and offline interviews as metapragmatic discourses.

This group of young Turkish-American women is an offline-based group that has been approached as a 'community of practice'. This bilingual group consists of young Turkish-American women who live in New Jersey area and are affiliated with a religious group. Their offline community has been formed through their attendance to a private Turkish high school in addition to their participation in Friday social gatherings of this religious group. In my online ethnography, I have observed that they do attach 'voice' to messages even though I could not see anything that would make such 'voices' present in these messages. In my offline interviews it has become apparent that since they know each other very well and spend so much time together, they do attach 'voices' to each other's offline communicative practices and hence styles. When these certain types of communicative practices have been employed by a group member, they could easily see the 'voice' behind the text although it has not been visible for the researcher.

Appalachian Stances in the Diaspora - Bridget L. Anderson (Old Dominion University)

This paper investigates constellations of stances revealed during ethnographic fieldwork with Appalachian migrants in the Detroit metropolitan area. Appalachian migration to the Midwest, including Detroit, started during World War 1, continued through World War II, and persisted through the peak period of American automobile manufacturing, which started declining in the 1980s. It was the largest internal migration in U.S. history and was kin-based (Berry 2000). The Appalachian migrants in this study continue to constitute a distinctive ethnic group in the Detroit area and continue to use southern mountain speech, even the Detroit-born descendants of migrants who have never lived in the South.

Stance-taking is speaker positioning with respect to the content of utterances, to other conversational partners, and to real and imagined audiences (Jaffe 2009). Affective stances do the work of evaluation and the performance of identity in terms of self-presentation (Jaffe 2009). Stances contribute to the differentiation of individuals and groups. Epistemic stances establish authority and lay claim to knowledge in talk (Jaffe 2009). They serve to legitimate. The analysis examines culturally important stances in the discourse of the Appalachian migrants—especially with respect to social differentiation and other kinds of identity-work. Discourse concerning "white flight" out of Detroit, differentiation between themselves and Midwesterners, differentiation and accommodation to African American Southern migrants, the challenges and benefits of inner city life, kin-based social networks in Detroit, plans for reverse migration to the South, and culturally important traditions such as burial and food preparation reveal some of the stances that southern mountain people employ to adapt linguistically and culturally to social change and upheaval in times of transition.

A sociolinguistic examination of Tunica trickster identity, from Tunica Myth - Katherine Bell (Tulane University), Joshua Rogers (Tulane University)

This paper contains a socio-linguistic analysis of the ideology of the Tunica Indian tribe based on the corpus of Tunica myth remaining from the salvage work of Mary Haas and Sesostri Youchigant, the last remaining speaker of the traditional language, in the 1930's. The information is assumed to be a valid corpus, representative of Tunica knowledge.

In the myths under examination, Rabbit is a person, with personality. The ability of Tunica to shift shapes, we propose, is the extension of a person's personality in Tunica ideology. People were identified by their animal self as well as determined by their fulfillment of duties. Identity is determined and negotiated in space. Several examples exist in which a person's name is derived from their location as an intrinsic part of identity, as in "The One Above." Also, Rabbit is shown interacting with others within different spatial contexts. These interactions can be codified by the layers of understood comfort in such contexts. Characteristic skills for negotiating interaction in space are a strong consideration for identity i.e. Rabbit's use of strategies shows him to be more adept in social situations than the other constituents. Trickery or skillful negotiation is considered necessary for survival, and therefore a trait for fulfilling ones duty.

In conclusion, as a trickster character, Rabbit is a proto-typical Tunica person and as such creates an ideology of identity for Tunica to emulate. Such research as this is helpful for modern Tunica, attempting to regain not only their language (through a language revival project) but also their culture. By analyzing traditional tales, light is shed on facets of former Tunica cultural identity, providing information for the Tunica-Biloxi Indian Tribe to consider.

Negative Concord as a feature of all English grammars - Frances Blanchette (CUNY)

This paper presents support for the novel claim that Negative Concord (NC) is grammatical in all English varieties, including Standard American English (SAE). Like other non-standard varieties, Appalachian English (AppE) is distinct from SAE in that NC, whereby two or more negative elements in a sentence yield a single sentential negation, is sociolinguistically acceptable (negative elements in bold):

(1)   They do**n't** have **no money** left.   (NC)
         'They have no money left.'

Because the string in (1) is only sociolinguistically accepted by SAE speakers as a semantically Double Negative (DN), wherein each negative element contributes its own negative meaning (and which has a distinct stress pattern), researchers have claimed that varieties like AppE are grammatically distinct from SAE in this regard. NC constructions are presumed grammatical (i.e. generated by the grammar) in AppE and most other English varieties, and ungrammatical in SAE. In this paper, I present an alternative model of sentential negation that builds on previous proposals, but shows in novel fashion how NC constructions are actually grammatical in all English varieties, including SAE. This proposal captures the fact that speakers of all English varieties readily interpret NC as sentential negation in the same discourse contexts.

Interestingly, DN is apparently formed in exactly the same fashion in all English varieties, including AppE and SAE. To illustrate, in certain contexts, the string in (1) can felicitously be employed as a DN (small caps indicate contrastive stress):
(2)   Speaker A: John and Mary left with $100 and came back with no money.
         Speaker B: They DON**'T** have **no money** left. They've got five bucks!

The fact that all English varieties can form DNs in the same way is previously unaccounted for. My syntactic proposal accounts for this fact, and makes correct predictions regarding both NC and DN constructions in all English varieties.

Semantics of Appalachian Personal Datives - Solveig Bosse (University of Iowa)
I provide a formal semantic analysis for the well-known phenomenon of personal datives (1) found in Appalachian English. The personal dative is a weak pronoun co-referring with the subject of the sentence and is interpreted as indicating that there was some extraordinary or intense involvement of the subject referent in the event. Conroy (2007) argues that the personal dative takes the form of a weak pronoun because it is a SE-anaphor. I show that this analysis finds support in corresponding German data. Furthermore, Horn (2008) argues that the personal dative contributes meaning that is not asserted (not-at-issue meaning). I also support this analysis. In fact, I bring together these two analyses in a formal semantic analysis where the personal dative is introduced by an applicative head App_{PD} attaching outside of VP. Semantically (see 2), the head passes up the verbal event and introduces that the event was intense/extraordinary for an individual (as not-at-issue meaning). That individual is identified as the agent of the event later in the derivation: since the personal dative is a SE-anaphor, it is generated as a variable with an index (Heim and Kratzer 1998). The variable shares the index of the agent. App_{PD} may only be selected by Voice. This analysis can explain some of the characteristics of the personal dative (such as its preferred occurrence with agentive verbs and the requirement of an overt subject). Furthermore, this is the first formal semantic analysis of this phenomenon, and it can be extended to other languages (German, potentially Biblical Hebrew), as I will show.

(1) John$_1$ killed him$_1$ a bear.
(2) $[[App_{PD}]] = \lambda P_{v,t}. \lambda x. \lambda Q_{e,vt}. \lambda y. \lambda e. P(e) \& Q(e)(y) : Intense(e)(x) \& x = y$

***Fui, fuiste, fue, fuimos, fuisteis, fueron*: Yeah, but what can you *do* with that? - Karen W. Burdette (Tennessee Technological University)**
This research collects data from several university-level foreign language classes in order to examine students' reactions to Integrated Performance Assessments (IPA's), as opposed to traditional pen-and-paper exams focusing on grammar points *per se* and/or language skills in isolation.

Since the American Council for the Teaching of Foreign Languages (ACTFL) first published its Proficiency Guidelines in 1986 and the ensuing *Standards for Foreign Language Learning*: *Preparing for the 21*st *Century* (first published in 1996), language educators have placed increasing emphasis on what students can actually *do* with the language in real-world tasks and real-world contexts. This emphasis on language proficiency and performance, as opposed to *knowledge* of vocabulary and structural elements of a language, parallels Krashen's distinction between language *acquisition* vs. language *learning*, as well as Chomsky's distinction between linguistic *performance* and linguistic *competence*.

The ACTFL Performance Guidelines, published in 1998, are organized according to the three modes of communication: interpretive, interpersonal, and presentational. The four skills of listening, speaking, reading, and writing are embedded in the three modes, "which place the primary emphasis on the purpose of communication and the context in which it happens, rather than on any one skill in isolation" (http://www.actfl.org/i4a/pages/index.cfm?pageid=3328).

Ideally, then, course goals, or learner outcome goals, are driven by what we want learners to be able to *do* with the language in real-world tasks in real-world contexts, as opposed to what they are taught or what they *know*. In keeping with this emphasis on performance, ACTFL advocates the Integrated Performance Assessment (IPA), a

prototype for assessing students' progress towards language proficiency based on functional language use in interpretive, interpersonal, and presentational tasks.

This paper postulates that there is a positive correlation between students' self-assessments of their progress towards course outcome goals and their reactions to IPA-style assessment based on real-world communication tasks.

"You're not going nowhere": Indexing, stance and the use of Appalachian grammatical features in storytelling - Allison Burkette (University of Mississippi)

This paper explores a serendipitous research event, the collection of two unprompted versions of the same story, related by a mother and daughter in separate sociolinguistic interviews. The story is one of teenage rebellion, a theme present in both renditions even though the facts (and tone) of the tale differ between tellers. Specifically, this paper looks at the ways in which four Appalachian English grammatical features – a-prefixing, nonstandard past tense, *was* leveling, and multiple negation – are used to construct 'mother' and 'daughter' identities.

With Appalachian English as a backdrop, this paper is staged upon the idea that narrative discourse is performance (Thornborrow & Coates 2005) and it is the linguistic choices made by the speakers that indicate what roles they are playing.   An examination of the two conversational narratives under discussion here suggests that these grammatical features index a generational community voice (Burkette 2001), a voice easily recognizable as a variety of Appalachian English. As the two women use these variables within the stories that they tell, they are constructing for themselves (and for others) a specific narrative identity (Coates 2005). Furthermore, the use of these variables suggests the stance of the speaker toward the subject of her story (DuBois 2007, Williams 2008, Johnstone 2009). Part of this stance-taking has to do with the women's competing ideas of what comprises a 'good' mother and a 'good' daughter. Their stories create "moral versions" (Silverman 1987, Baker and Keogh 1995, Petraki, Baker & Emmison 2007) of mothers and daughters as each speaker portrays herself in a way that reveals what constitutes 'good' in her own estimation.

By way of conclusion, this paper will argue that the competing narratives' depictions of goodness (and morality) in being a mother (or daughter) are directly linked to the generational indexing accomplished by the use of certain Appalachian grammatical features.

Linguistic Variation and ESL: A New Curriculum - Melanie Camurati (North Carolina State University)

Despite the increasing globalization of English in which it has emerged as a lingua franca, there is no systematic treatment of linguistic variation for adult English Language Learners (ELLs). Students are quite familiar with the internationally recognized standard models used in the classroom vis-à-vis the local vernacular varieties of English but the dissonance between the standard varieties prescribed in TESOL and language diversity is ignored or treated incidentally. ELLs would benefit from a greater awareness of regional and ethnic varieties as well as varieties of "World Englishes." In an attempt to provide ESL/EFL instructors with the information and materials they require, this presentation offers an experimental curriculum developed for intermediate to advanced adult ESL/EFL classrooms. This curriculum focuses on providing students with an opportunity to explore the history of the English language as well as the development of several major varieties of English such as African American Vernacular English (AAVE), Singaporean English, Australian English and Ghanaian English. Lessons do not simply detail phonetic and morphological variation; the differences in pragmatic language use among different dialects is also studied. As students learn about commonly held language ideologies they will have the opportunity to examine their own beliefs.

The curriculum consists of a teacher's guide that will give instructors the necessary background material as well as lessons aimed for adult ELLs of high intermediate to advanced proficiency. The lessons are structured to be adaptable to time constraints, student levels, and learning objectives. It is the intent of this curriculum to

provide instructors with the information they will need to equip ELLs with a knowledge of dialects needed to interact with diverse groups of people, creating deeper understanding and awareness of linguistic diversity in ESL.

"It's not Shakespeare": Teaching Linguistics in a Literature Class - Gaillynn Clements (University of Cambridge, High Point University)
It is not Shakespeare that's tough (well, maybe it is a bit him), it's Early Modern English that is difficult. Students hunch over a Kindle or Ipad (rarely ever an actual book anymore), and they see lines such as Roderigo's "Thou told'st me thou did'st hold him in thy hate" (Othello Act 1, Scene 1 line 6), when the modern "You told me you hated him" seems much more accessible. Early Modern English is not the only bane of a college student's existence; from Chaucer, Langland, and the writer of *Beowulf* through modern and post-modern works such as Eliot's "The Waste Land" and Brooks' "We Real Cool". Language seems difficult in any literary form. Enter: The systematic study of language, particularly the history and social aspects of a language's use. When literature classes discuss texts, language is a part of the equation, but often it is not the focus or the solution to the seemingly unsolvable equation. How can one study literature and the culture which produced the author and his/her literature and the variety of meanings or significances without studying the language or dialect in which the work was produced? It is impossible. There will always be a *x* or *y* that is unknown in the equation.

We continually ask students to perform close readings with only a few notes at the bottom of the anthology's page. We expect students to research concepts, characters, historical events, and words they do not know. At many 4-year liberal arts institutions, literature class is a requirement, not a course choice students make happily. Incorporating language study into a literature class seems to captivate a wide audience, allows students to focus on one element of systematic study during close readings, which opens up texts and engages the student in critical close readings and new discoveries of a text: the characters, the authors, and at times themselves.

This paper presents some successful (and not so successful) strategies for integrating the study of Linguistics into a general education literature course.

Web Corpora for Discourse Analysis: The Language of Travel and Tourism - Steven Coats (University of Georgia)
The application of corpus-based methods for the study of naturally occurring language has become increasingly important in recent decades in numerous subfields of linguistics. Increases in computational power and the widespread availability of digitized language data have made sophisticated analyses of many types of linguistic questions possible. Corpus-based methods have proven to be particularly useful for the study of the linguistic structure of semantic and rhetorical patterning at levels higher than the sentence, or Discourse Analysis (DA).

In recent years, Social Networking Sites (SNS) have become increasingly important platforms for communication in various contexts and pertaining to domains such as business and work, romance, news, politics, or travel. While much empirical research has been done in the past 20 years relating to the language of Computer Mediated Communication and Internet Mediated Communication, there remain relatively few linguistic analyses of SNS communication, largely due to the relative newness of the phenomenon of SNS.
The domain of travel and tourism constitutes an economically and culturally important realm of human experience, but has traditionally been underrepresented in DA compared to domains such as business or education. In order to investigate the structure and function of travel discourse on the Web, I utilize web sources pertaining to travel and tourism to compile corpora, and then analyze properties of feature and lexical distributions using statistical tools. A basis for lexicographical comparison is provided by large reference corpora such as the Corpus of Contemporary American English or the British National Corpus.

The results suggest that texts from the domain of travel and tourism vary discursively and stylistically according to the criteria of communicative text type – a familiar pattern from prior research in corpus-based discourse and style analysis. In addition, the semantic profiles of the corpora compiled during our research differ from those of large, balanced reference corpora.

You Might Could Say That: Multiple Modals in Appalachian English - Jon Coffee (University of Kansas)
This talk presents a description and analysis of so called "multiple modal" constructions (MMCs) in Southern Appalachian English (SAppE). Specifically, the study, based on data collected from communities in eastern Tennessee, establishes the distributional patterns of modal verbs in MMCs. MMCs are of interest because they seem to contain more than one finite modal verb in a single clause, as in (1):

I <u>might</u> <u>should</u> do it.
"It is possible that I could do it."

I first lay out the set of auxiliaries that occur in MMCs in the variety. I then discuss three properties of MMCs in SAppE: ordering, subject-auxiliary inversion, negation.

As (2-4) show, there are ordering restrictions on some MMCs but not others.
2. I usedta would do it.
I would usedta do it.
*I should might do it.   (see (1) above)

Subject-Aux Inversion is also possible in MMCs. SAppE is particularly interesting because the first modal may invert with the subject, stranding the second auxliarly as in (5)

5. Should you oughta do that?   Aux1 Subj Aux2
"Should you do that?"

Placement of negation is also interesting in MMCs. Negation seems possible after some auxiliaries but not others.

6. She might not oughta go.
She might oughta not to go.
*I mightn't oughta do that.

I explore limitations of these three aspects of MMCs in SAppE and compare these features to MMCs in other dialects. Previous work on MMCs reveals that there is great variation among MMC use between dialects and even speakers of single dialects (Mishoe and Montgomery 1994, Ellison 2007, Labov 1972). This in-depth examination of the syntactic nuances of MMCs in SAppE contributes valuable insight to our understanding of the role of MMCs in English at large.

Authentication Sequences in Isleño Spanish Narratives - Felice Coles (University of Mississippi)
This study examines the self-authentication inside narratives of predictions of an Isleño native speaker The authentication may be characterized as a "small story" (Bamberg 1997; Georgakoupolou 2006), rather than part of a traditional narrative with a chronologically organized beginning, middle and end (Ochs and Capps, 2001). A small story, according to Georgakopoulou (2006) is "an umbrella term that captures a gamut of underrepresented narrative activities, such as tellings of ongoing events, future or hypothetical events and shared (known) events..." The predictions of CC are traditional narratives in that he does present "a coherent temporal progression of

events" (Ochs and Capps, 2001) sequencing an observation of an unfortunate change from past to present with warnings of future trouble if people's current activities remain unchecked. CC's predictions as narratives contain embedded small stories--the "fleeting moments of narrative orientation" (Hymes 1996)--that reveal CC's sense of self as a soothsayer and truth-teller for the Isleño community.

The content and structure of his narratives will be discussed in two sections: the authenticating statements themselves and their location within the narrative structure. Following the idea that small stories "are subject to change depending on audience and circumstance" (Kraus 2006), CC's authentication is indeed created so that its content is culturally relevant and oriented toward an audience younger and less experienced than himself. CC's authentication is embedded into narratives with these stages: (a) building up to the prediction by contrastively describing how good things used to be, (b) describing the current unfortunate state of the marshlands and often laying blame; (c) statements validating the forthcoming pronouncements by highlighting elements that show he is authentic and knowledgeable, and (d) concluding the story with predictions for the future.

How do you say Tchoupitoulas? Language heritage and New Orleans street names - Nathalie Dajko (Tulane University)
French in New Orleans is no longer a living language. However, its legacy lives on in some form. It has been suggested (Eble 2009) that the language has become a commodity, something that is used to sell the city to tourists. But how much French influence does remain in local speech? Several lexical items (beaucoup, parrain) continue to be used in English, though residents often note that they are used primarily by older generations. This paper considers the retention of French phonology and the transmission of local linguistic norms. New Orleans is famous for its unexpected pronunciations of street names: Melpomene, Fontainebleau, and perhaps infamously, Tchoupitoulas. Streets names of both French and non-French origin were selected and both residents from multiple neighbourhoods and tourists asked to pronounce them. Results suggest that tourists are more likely to expect a French pronunciation, even from streets with names that are not French or are ambiguous in origin. Local variation, however, reveals patterns based on residence and also shows that subtle influence from French does sometimes remain, though often in ways and in places that outsiders do not expect.

The Performance Register in Appalachian Storytelling - Arika Dean (North Carolina State University)
Recent studies of the performance register provide important insight into the sociolinguistic manipulation of linguistic variables, whether speakers manipulate native dialectal features or features characteristic of a different speech community. However, little is known about the performance register in Appalachian English, a dialect spoken by a speech community that has used this register (via storytelling) to spread elements of their heritage. This study describes the key phonological and morphosyntactic features that embody the performance register of a well-known storyteller from Western North Carolina, Orville Hicks, who is recorded while performing a story for a live audience. His story narration is then compared with his introductory remarks to the audience and his speech in a sociolinguistic interview in order to provide a comparative basis for his performance speech. Acoustic analyses of the /au/ and /oy/ diphthongs are conducted, revealing differences across the three registers, and morphosyntactic analyses (*be* regularization, a-prefixing, and irregular verbs) are conducted to demonstrate how these variables are manipulated across the different registers.

The evidence suggests that not only is this Appalachian speaker's performance register highly systematic, it is also selective in the variables chosen for performance. The acoustic analysis further indicates the role of lexical choice in manipulating phonetic production. This study, along with the growing body of evidence on performance speech, should stimulate discussion on the ways speakers might consciously and unconsciously manipulate dialectal features.

Changing Topics of Gender Discourse and Power Relations in American Country Music - John DePriest (Tulane University)

Women have had a long struggle to gain a foothold in the traditionally male-dominated industry of American Country Music, and continue to experience inequalities both in terms of the numbers of women represented on the charts as well as the range of subject matter in hit songs. To explore the role women have played in the power dynamic of gender discourse within a shifting social climate, this paper examines the way women's roles in country music have changed over the last 60 years, using samples primarily taken from 1951, 1981, and 2011. The following hypotheses demonstrate the development of the women's roles in the Country Music industry: 1) The peak of women's presence and freedom of speech came in the late 70s and early 80s as a result of the spread of the women's movement after the 60s but prior to the reassertion of power by Reagan-era conservatism and its financial gains; 2) the subject matter of women in country music has changed, not only as a result of the Women's Movement, but also the changing class demographic of the listenership; and 3)women have fewer topics represented on Billboard charts now than they did in the 70s and early 80s, but more than in the 50s. These hypotheses are supported by the data based on top-40 charts and show that while women have gained prominence in the industry by promoting the discursive role of the Independent Woman, their topical range is still limited, particularly in regards to the role of motherhood, as evidenced by the lack of female participation in the Joy of Parenting movement. Further, the changing class demographic of the Country listenership has driven the lack of availability of certain gendered topics to women in the field.

Life in Them Thar Hills - Bethany Dumas (University of Tennessee)

The National Endowment for the Arts sponsors an annual Big Read, a community reading program. One 2010 selection was Zora Neale Hurston's *Their Eyes Were Watching God*. interesting as the narrative was to many, its dialect re-spelling kept many readers at a distance. But the use of dialect respelling in Rebecca Skloot's best-selling nonfiction work *The Immortal Life of Henrietta Lacks* does not seem to have had the same distancing effect. If readers were more often exposed to dialect in nonfiction they might be more open to its use in fiction.

My book in progress - *Life in Them Thar Hills* - about life in the rural Ozarks and Southern Appalachia - makes use of dialect re-spelling in its analysis of personal narratives and co-constructed narratives collected in sociolinguistic interviews between 1970 and the present as it makes use of the stories to describe the culture. In the narratives, individuals tell stories, and narrators with shared past experiences co-narrate those experiences. Individual speakers sometimes tell sequences of individual personal narratives with common themes. One Ozark woman shocked the granddaughter who was interviewing her by narrating three stories about times when she had pulled a gun on someone. The granddaughter's genuine surprise was clear; she eventually responded, "Why, Granny!"

The dialect-respelling is used in my book to accomplish these goals: to share some of the features of the regional and social patterns of the speakers in a non-textbook fashion, to illustrate use of regional terms for items and practices characteristic of the area, and, perhaps most importantly, to illustrate the extent to which successful co-narration requires similarity of dialect features. In my paper, I shall illustrate the ways in which the sociolinguistic data permit accomplishment of these goals.

The Emergence of Lebanese English in the American South: The Configuration of Substrate and Dialect Accommodation - Amanda Eads (North Carolina State University)

While the descriptive accounts of the varieties of world Englishes proliferate (cf. Kortmann et al. 2008), the English of particular states/nations and expatriate groups is still selectively representative. One of the nations for which there remains no current descriptive account of English is Lebanon, including both native-state and expatriate varieties. This account offers a preliminary description of "Lebanese English", focusing on Lebanese speakers who have migrated to the American South, particularly North Carolina. English was introduced in Lebanon through

colonialism and by the early 1800s the English and Americans had established missionary schools. During the same time, the French supported the Maronite Christians in the north of Lebanon thus funding missionary schools promoting the French language as well. Over time the three languages, Arabic, English, and French have synthesized into what we today call Lebanese Arabic. Due to economic issues and increasing sociopolitical conflicts within Lebanon, migration has increased dramatically over the past century. The United States is one of the primary destinations for Lebanese immigrants, and the Detroit Metropolitan area has witnessed the largest concentration of Arab American immigrants (Rouchdy 2002). A less targeted but increasingly significant region area of settlement has been the American South. In this context, speakers may experience transfer from Lebanese Arabic, substrate influence, and accommodation to the dialect structures of North Carolinian Southern English.

This study explores the Lebanese American English dialect in North Carolina based on a North Carolina Lebanese oral history project currently being conducted at North Carolina State University, as well as supplemental interviews in order to determine specific grammatical, phonological, and lexical features; prosodic features such as syllable timing and intonation are also considered. Features considered in this description include stopping interdental fricatives, deaspiration of voiceless stops, the phonetic production of retroflexed *r*, inflectional –*s* absence, copula absence, null pronoun subjects, vowel monophthongization, and Southern ungilding of the glide in *time* and *side*. The description demonstrates how substrate, accommodation, and interdialectalisms configure into the construction of Lebanese English in the American South.

Lost Voices of Appalachian English: Civil War Letters as Linguistic Evidence - Michael Ellis (Missouri State University)
In May 1864, Elizabeth Chapman of Campbell County in East Tennessee wrote a letter to her brother, Harvey, who was serving in the Union Army near Nashville:

harvy you must look over mi bad wrighting and s[p]elling for i cant do nary won you no i dont expect you can read hit you must spell hit and pronanes hit what hit is amost like.

Elizabeth Chapman's letter, like thousands of others written by natives of the Southern Appalachians during the Civil War, reveals a consciousness about her limitations as a writer.   Nevertheless, compelled by ties of kinship, she is willing to make the effort whatever difficulties her written language may pose for her reader. Fortunately for us, Elizabeth's letter and hundreds of others like it, have much to tell us about her spoken language. This paper draws on an extensive and hitherto untapped body of linguistic evidence: letters written during the Civil War by soldiers and their families from the Southern Appalachians. Between 1861 and 1865, individuals who had little formal education, and who may never have written a letter before, suddenly became regular and prolific correspondents. Most of the soldiers were away from home for the first time in their lives, were desperate for news from home, and were eager to share their experiences. Many of these letters were preserved by families because they were the only tangible remains of soldiers who, like Elizabeth Chapman's brother, Harvey, died in the war. Eventually, many of these letters made their way into libraries and archives, leaving us with an invaluable cultural and linguistic record. Although linguists have contributed greatly to our knowledge of Appalachian English in the 20th century and beyond, what the language of the Southern Highlands was like in the 19th century has remained largely unexplored territory. Without any real knowledge of earlier Appalachian English, it is impossible for us to understand how these varieties evolved and changed, what features may be older retentions and what features may be more recent innovations.

The letter writers used for this study, whether they were soldiers or their families back home, wrote "by ear" rather than by any set of standardized conventions, and they regularly reproduced the features of their spoken

language in their writing. Consequently, the letters they wrote are a rich source of linguistic evidence, including distinctive grammatical features and a rich array of regional words and usages. This study draws on a corpus of more than 2500 letters written by individuals who resided in counties in eight southern states designated as "Appalachian" by the Appalachian Regional Commission. Some features in the letters, like *a*-prefixing and *haint* for *hasn't* and *haven't*, were common throughout the country in the 1860s. Others, like pronoun *hit* for *it*, past tense/past participle *hope* for *helped*, existential *they* for *there*, and verbal *–s* with plural subjects (*soldiers knows hard times*) were mainly restricted to a region with the Southern Appalachians at its heart. On the other hand, it is clear that the English of the region was not a uniform variety and that it also contained some features which have since become uncommon or disappeared entirely from American English.

A Class-less Variable in AAE: Word-final Devoicing - Charlie Farrington (North Carolina State University)
Devoicing of stressed word-final voiced stops is a feature of African American English
(AAE) that has been often-cited (Thomas 2007) but largely unexamined in phonetic detail in sociolinguistic studies of AAE. These devoiced variants are often replaced or reinforced with glottalization. In Detroit, it appears that devoicing is not socially stratified and that its usage appears to be better correlated to gender differences, rather than social class (Wolfram 1969, Nguyen 2006). In Houston, Koops and Niedzielski (2009) found that the use of AAE vowels is correlated with glottalization of word-final /d/.

The Frank Porter Graham Study longitudinal study provides a unique opportunity to
explore the development of speech from childhood through early adulthood. Beginning with 88 children in 1990, this project tracked 67 participants from infancy over 20 years, collecting a battery of academic, social, and demographic data across dispersed time points. Farrington (2011) found that devoicing of word-final /d/ in this dataset was generally stable over time for speakers, but the distribution of devoicing among this sample remains unclear.

This study uses instrumentally guided coding to analyze the use of word-final voiced
stops for 20 children from Durham, North Carolina. The Grade 4 time point (about age 9) has been analyzed; this age/grade was used because the mother appears in the informal interview, allowing for a comparison of devoicing for the children and primary caregivers. In addition, Van Hofwegen & Wolfram (2010) found that Grade 4 represents a low point of morphosyntactic vernacularity, meaning this feature could be a feature of AAE, rather than vernacular AAE. The analysis confirms the status of devoicing as one of the few segmental variables that marks AAE socioethnically while lacking social stratification. It also underscores its status as an idiosyncratic feature in that some speakers use it extensively while others use it rarely.

(Standard) English Only: English-Only Movements and the Dialects of Power - Jon Forrest (North Carolina State University)
In recent years, the issue of immigration to the United States, especially of Spanish or other foreign language speakers, has become a topic of public concern. In reaction to the influx of immigrants, many popular movements, both in-state and nationally, have lobbied for a declaration of English as the official language of the state or the country, respectively. Often the supporters of these "English-Only" groups cite the decay of communication between citizens of the US as a prime factor for making English the official language. However, despite these claims, there is little evidence that English is on the decline in the United States, according to sociolinguistic studies. I will instead argue, through the use of current findings in sociolinguistics, that these movements stem from a desire to solidify the distinctions of power between different dialects and languages, reinforcing the desirability of Standard English over alternate varieties.

The English-Only movements rest their ideology on the myth of linguistic homogeneity in American English, when in reality a wide variety of dialects exist all over the country. In light of this fact, the question becomes: whose English is official? Judging by current language attitudes in the United States, Standard English, the dialect of prestige, will become solidified as the desired language. The consequences of these movements loom especially large for an already stigmatized variety like Appalachian English, whose speakers stand to be alienated further by the implication that their English is not "Official" English. Framing the English-Only movement within the context of language variation, specifically dealing with Appalachian varieties, serves to illustrate that rather than the celebrating the rich linguistic diversity in the United States and the Appalachians in particular, standardization only reinforces the boundary lines between speakers.

Caught in the Act of Merger: Transition and Undershoot in the Low Back Vowel Merger - Michael J. Fox (North Carolina State University)

The Low Back Vowel Merger (LBVM) in which the caught and cot vowels are produced phonetically alike has been the subject of intense study with wide documentation across the United States (e.g. Labov et al. 2006). It is also a sound change undergoing continual rapid diffusion and sometime emerges in unexpected places. This paper uses data from a community with a merger-in-progress – Eau Claire, Wisconsin, approximately 90 miles east of Minneapolis-St. Paul Minnesota – to explore the connection between phonetic theories of sound change genesis (Ohala 1993; Lindblom 1990), and acoustic-phonetic undershoot (Lindblom 1963) with the 'mechanisms of merger' (Trudgill and Foxcraft 1978; Herold 1997), i.e., transitional stages of the LBVM, as a possible explanation for the merger's tendency to diffuse rapidly.

Acoustic measurements of the vocalic midpoint of the caught and cot vowel classes in read speech (N = 958; caught = 442, cot = 516) from 27 natives of Eau Claire, Wisconsin were examined as the basis for the analysis, augmented by data from conversation style speech. Since measurements of the whole vowel system were available and cross-gender comparisons were made, normalization using Lobanov's (1971) method was done. Plots of the F1~F2 vowel spaces of merged (*n* = 3) and distinct (*n* = 2) speakers are compared, as well as individuals' mean values relative to the dispersion of the whole community. Undershoot patterns/levels are determined by fitting lines to formants by duration.

Results indicate that the LBVM in Eau Claire follows a merger-by-approximation mechanism (i.e. shrinking of the space previously occupied by two vowels). Speakers on either side of the merger display different patterns of undershoot showing potential as a phonetic explanation for the mechanism of merger, through production of acoustically similar vowels leading to higher rates of misperception. This partially supports Herold's (1997) model of LBVM diffusion and adds another motivating force to explanation of merger.

Internal Structure of Urdaibai-Basque Relative Clauses - Ager Gondra (Purdue University)

This paper establishes the internal syntactic structure of relative clauses (RC) in Urdaibai-Basque from a Minimalist perspective. Artiagoita (1992) claims the existence of an operator that is co-indexed with the external head noun (Chomsky 1977b). Vicente (2002), however, proposes the raising of the head noun from inside the RC to the Spec-CP (Kayne 1994). I show that Urdaibai-Basque RCs are externally headed and have an operator, which undergoes movement to Spec-CP (1):

(1) NP[CP[Opi C'[TP[ti_]]-C]-N']

Evidence for this comes from idioms, scope interaction, and quantifier binding (Aoun-Li 2003). First, an idiomatic interpretation arises only via a local relationship between the verb and the object. Given that (2b), out of (2a), is

ungrammatical, we can conclude that there is no local relation between the RC-verb and the head, thus there is no raising of the Head to its surface position.

(2) a.--[Adarra jo] b. *-[Nik *e* jo dotzaten]CP adarra
horn.D hit I.Erg hit Aux.3s1s horn.D
'to pull someone's leg' 'The horn I hit to him/her'
Literally: to hit the horn

Second, in scope interactions, the narrow scope interpretation for the head (3ii) can only arise if it occupies a position c-commanded by the universal quantifier (i.e., internal to the RC). Since that reading is not available (3ii), the head did not originate internally to the RC.

(3) [Mediku guztixek *e* aztertzen dauien]CP hiru paziente.
Doctor all.Erg.pl examine Aux.3pl3pl.C three patient
'Three patients that every doctor examines'
i.-√∃>∀
ii.*∀>∃

Same results obtain for quantifier binding, which I won't discuss due to space limitations.
Further, confirmation for operator movement comes from strong Subjacency (Ross 1967) effects: extraction from a [+Q]-clause is ungrammatical (4).

(4) * [Zegaitzik [*e* etorko zala]C']CP galdetu zenun]CP gizona
Why come.Fut aux.Pst.3sC ask aux.Pst.2s3s.C man.D
'The man you asked why (he) was going to come'

Different types of nouns, different types of projections - Ager Gondra (Purdue University)
This paper deals with the internal argument structure and the movements of the arguments within Basque DPs. I propose that arguments internal to the nP move to multiple specifiers of the same F-head (4), a projection above nP and below DP, after receiving their theta-roles. Furthermore, I will address the impossibility of possessors in event, but not in result nominals. I show that in Basque, event nouns can take arguments and have an event reading (1a), and that even though result nouns do have a referential reading and cannot take an external argument (1b), they can take an internal one (1c). Thus, I will take this to mean that result nouns project a VP but lack a vP, under the assumption that a v is required to introduce the event reading and the external argument. Further, I claim that arguments generated within the nP are independently raised to multiple Specs of a functional-head between the QP and DP after receiving their theta-role in order to receive (genitive) Case. Evidence for my claim comes from the positioning of (2a) temporal adverbs, (2b) quantifiers and (2b) the lack of referentiality effects associated with the Spec-D. Finally, with result nouns, as with common nouns (3a), a possessor is possible (3b), however it is not possible with event nouns (3c). I propose that, parallel to the two types of v (one introducing an external argument and another not), there are also two types of n. *n will be incompatible with a vP that contains an event argument, whereas it will be compatible with a VP or a common noun (see (5) for the structure of common nouns) that do not contain an event argument. n, on the other hand, with an event argument in its denotation, will match a vP with its own e-argument.

DATA
(1) a. DP[Francoren Gernikaren bonbardaketak] hiru egun iraun zituen
Franco.REN Gernika.REN bombing.D.ERG three day last AUX

'Franco's bombing of Gernika lasted 3 days'

b. *Hau DP[Francoren etxearen eraikuntza] da
This Franco.REN house.REN construction .D be
This is Franco's construcion of the house'

c. Hau DP[etxearen eraikuntza] da.
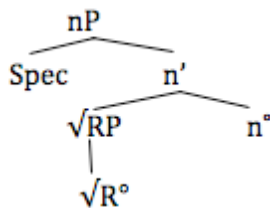This house.REN construction.D be
'This is the construcion of the house'

(2) a. [Francoreni Gernikarenj oin dala askoko vP[ti VP[tj √P[bonbardaketa]]]] ikarragarrizkoa izan zen.
Franco.REN Gernika.REN a long time ago bombing.D tremendous.D be AUX
'Franco's bombing of Gernika a long time ago was tremendous'

b. [Francoreni Gernikarenj QP[hiru vP[ti VP[tj √P[bonbardaketa]]]]] ikaragarrizkoak izan ziren
Franco.REN Gernika.REN three bombing tremendous.PL be AUX
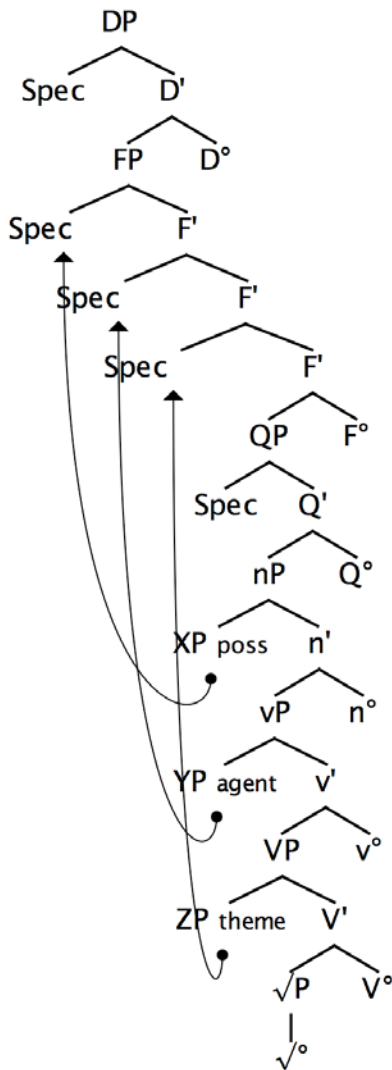'Three of Franco's bombings of Gernika were tremendous'

(3) a. [Nirei QP[hiru nP[ti √P[txakur]]]] ikaragarrizkoak ziren.
Poss.1sing three dog tremendous.PL be
'Three of my dogs were tremendous'

b. [Nirei etxerarenj QP[hiru nP[ti VP[tj √P[eraikuntza]]]]] ikaragarrizkoak ziren.
Poss.1sing house.REN three construction tremendous.PL be
'Three of my constructions of the house were tremendous'

c. *[Nirei Francorenj Gernikarenk nP[ti vP[tj VP[tk √P[bonbardaketa]]]]] ikaragarrizkoa zen.
Poss.1sing Franco.REN Gernika.REN bombing.D tremendous.D be
'My Franco's bombing of Gernika was tremendous'

(4)

DP
Spec   D'
FP   D°
Spec   F'
Spec   F'
Spec   F'
QP   F°
Spec   Q'
nP   Q°
XP poss   n'
vP   n°
YP agent   v'
VP   v°
ZP theme   V'
√P   V°
√°

(5)

Gendering of Tunica Nouns and its Relevance to Language Revival - Raina Heaton (Tulane University), Patricia Anderson (Tulane University)
The Tunica language died with its last speaker, Sesostrie Youchigant, in the 1940's. The original language resides in works by John Swanton and Mary Haas. In 2010 the Tunica Tribe came to the Tulane Linguistics Department asking for a language revival effort. Through the materials available we have tried to recreate the language faithfully, while keeping in mind that the new generation of Tunica speakers will be coming to Tunica from and through English. This paper examines the implication of L2 acquisition on gender classification of Tunica nouns.

In the grammar compiled by Haas, Tunica nouns are divided into three categories: human animate, non-human animate and inanimate objects. Category is particularly important when denoting ambiguous or mixed gender groups. Mixed groups of human animates are masculine regardless of number.

ta-nisara-ku   ta-nisara-unima   ta-nisara-sema
art-root-masc sing   art-root-masc dual   art-root-masc pl
the young person   the (two) young people   the (group of) young people

Mixed non-human animates are masculine in the singular and dual but feminine in the plural and collective. We have reason to believe this is the unmarked pattern for the entire system.

ta-rushta-ku   ta-rushta-unima   ta-rushta-sinima
art-root-masc sing   art-root-masc dual   art-root-fem pl
the rabbit   the (pair of) rabbits   the rabbits

In Haas's *Tunica Texts*, a myth is presented in which people turn into half fish. The size and makeup of the group does not change, however the change from human to fish results in a change in noun gender. This in turn affects the application of verbal morphology. For speakers of an ungendered language, these shifts could be a hindrance to learning.
Our paper presents costs and benefits of the grammatical choices we have made concerning the noun gender system to better accommodate second language learners. Our paper concludes that this problem, frequently encountered by revivalists, is worthy of discussion and appreciation on a case-by-case basis.

Southern Dialect in the Portrayal of Fictional Television Characters - Hayley Heaton (North Carolina State University)
Media representations of accent and dialect have been researched in a variety of forms including literary dialect and examination of language in fictional and non-fictional television shows. Previous studies, however, have relied upon discourse analysis and impressionistic judgments of data. Sociolinguistic study through acoustic analysis is an as of yet unexplored facet of dialect in media. The present study examines Southern dialects as they are used in fictional television shows. Main and recurring characters from ten television shows across two time periods are analyzed. The two time periods are pre-1990 (*The Beverly Hillbillies, The Dukes of Hazzard, Dallas, The Golden Girls, Designing Women*) and post-2000 (*King of the Hill, My Name is Earl, Star Trek: Enterprise, The Closer, Justified*). The actors and actresses playing the characters could not be born or raised in the South, as extensive exposure to the dialect could impact portrayal. The project focuses upon vowels involved in the Southern Vowel Shift, including the front vowels /ɪ/, /ɛ/, /e/, /æ/, and /ai/ (before voiced and voiceless environments) and the back vowels /u/, and /o/. Normalization techniques will be utilized to allow for acoustic comparison between characters. It is hypothesized that more iconic features of Southern dialects, such as /ai/ weakening, will be more prominent than less iconic features. Comparisons concerning era (pre-1990 versus post-2000), genre (comedy versus drama) and character type (hero versus villain) will be considered. In addition, the potential evocation of Southern stereotypes will be evaluated. The project addresses accuracy of dialects in the media and broadly examines how dialect is used in portrayals of fictional characters and how this portrayal may or may not change over time and genre.

A Defaults-based Account of Alignment in Eastern Iranian - Andrew Hippisley (University of Kentucky),Gregory T. Stump (University of Kentucky)
Defaults are a conceptually useful mechanism for identifying the systematicity underlying superficially messy phenomena, and as such have found their way into current morphological theory, for example Construction Morphology, Paradigm Function Morphology, Network Morphology, and Word Grammar. They have also been

exploited to model language change. In such a model, an ancestral linguistic system is represented as the mother node in a hierarchy, and daughter languages are represented as daughter nodes; in this mode of representation, conservatism is expressed as inheritance by default, and innovations as overrides (Cahill & Gazdar 1999 and Cahill 2001 for Germanic morphology). We demonstrate how defaults used in this second way can shed light on a complex aspect of the morphosyntax of Eastern Iranian languages, specifically their highly varied systems of alignment (Payne 1980; Haig 2008 for Western Iranian). The complexity of these languages' alignment systems stems from their retention of disparate vestiges of ancestral split ergativity. These differences are expressed as each language's unique set of overrides of default properties that together define split ergativity. Shared overrides (and defaults) are suggestive of genetic sub-groupings.

We propose an assemblage of *default* alignment properties characterizing the ancestral split-ergative system, including both dependent (case) and head (verbal agreement) properties:

Properties		present		past	
		Intransitive	Transitive	Intransitive	Transitive
Dependent properties		Arg1 = direct	Arg1 = direct Arg2 = oblique	Arg1 = direct	Arg1 = oblique Arg2 = direct
Head properties	Agreement controller	Arg1		Arg1	Arg2
	Agreement features	Person, Number		Person, Number, Gender	

(1)	Shughni			(2)	Pashto		
	yā=yi	kud-en	wīn-t.		*ahmad*	*paxtânə*	*lidəl.*
	she=3sg	dog-pl	see-pst		Ahmad m oblique sg	Pashtuns m absolutive pl	saw 3pl m
	'she saw dogs'				'Ahmad saw the Pashtuns.'		

The properties in the table occupy the topmost node in an inheritance hierarchy; individual languages are represented as the lowest nodes, inheriting these properties *by default.* Retention of split-ergative properties is expressed as default inheritance, innovation as overrides.   In Shughni, for example, the direct object never controls agreement (1); Shughni therefore overrides a head property that Pashto inherits (2). But Shughni allows gender to function as an agreement feature in the past tense (3a, b), inheriting an archaic pattern.

(3a)	yā	wirov-d.		(3b)	yu	wirūv-d.
	she	stand.f-pst			he	stand.m-pst

	'she stood'			'he stood'	

Our default-override approach sheds light on genealogical puzzles in Eastern Iranian (e.g. whether the Pamiri languages are a branch or a Sprachbund; cf. Wendtland 2008) and also yields typological insights by identifying constraints on alignment variation, such as the Complementarity Principle (Harris and Campbell 1995), and implicational relations between properties: lack of DO control in Wakhi is related to lack of gender agreement (Bashir 1986). In modeling the move from split ergativity to full accusativity in these languages, we demonstrate that their trajectories are highly varied; and that there is no implicational hierarchy of overrides in evidence among the Eastern Iranian alignment systems--rather, different languages follow very different paths. Nevertheless, we do observe constraints on the constellations of inherited and innovative properties typifying these paths.

Appalachian accent and person-occupation fit: A new perspective on accent bias - Jeanne Johnson Holmes (Northern Kentucky University), Doug Mahony (Lehigh University), Sasha Johnson-Coleman (Norfolk State University)
Although statistical evidence clearly demonstrates workplace discrimination against individuals with ethnic accents, little attention has been paid to perceptions of person-occupation fit within these studies. Using the connectionist model of leadership, we examine employment-related decisions as a function of the contextual factors of accent and person-occupation fit. The primary question is the extent to which the participants' judgments of leadership and employability will vary as a function of the targets' Appalachian accent, for jobs that were stereotypic (e.g., steel plant supervisor) versus counter-stereotypic (e.g., accounts payable supervisor) of Appalachians. Given that accent is an auditory cue for ethnicity, it can be assumed that accent will activate the stereotypes (e.g., uneducated, unskilled, poor) associated with Appalachians. Therefore, we hypothesize that targets with Appalachian accented speech will be evaluated less favorably than non-accented targets for all positions. In addition, we explore the influence of stereotypic versus counter-stereotypic jobs on the relationship between accent and employment-related decisions. Thus, we hypothesize that the evaluations of targets with accents will be more favorable when the position is stereotypic than counter-stereotypic.

The online experiment will consist of a 2 (applicant accent: Standard American English, Appalachian accent) This research extends the existing literature by blending the connectionist model of leadership to the accent bias research. Specifically, we will show that employment-related evaluations of Appalachian-accented English are not universal. We hope to demonstrate that contextual factors, such as type of job, mitigate the negative influence of Appalachian-accented English on employment-related decisions. We will also fill the dearth of research on Appalachian bias in employment-related decisions.

The Rise of the Personal - Mark Honegger (University of Louisiana, Lafayette)
This paper will present a corpus study on the English word *personal*, with special attention paid to the 134 million *Old Bailey Corpus*, the proceedings of London's central criminal court from 1674 to 1913. the Bailey Corpus provides two benefits, (1) a sense of *personal* as it developed over two and a half centuries, and (2) the occurrence of the word in trials and legal language, where there is often significant reasoning in the text to help delineate the use and meaning of the word. In the OED, the first citation of the word dates from around 1387 in John of Trevisa's English translation of Ranulf Higden's chronicle *Polychronicon*, written in Latin.

Seruius Tullius ordeyned first personal tribute to þe Romayns.

It does not appear in Shakespeare or Wordsworth or Nashe, but once in Burns, Bacon, and Donne. According to the *Corpus of Contemporary American English*, the top 20 collocations with *personal* are the following:

1 life	11 relationships
2 experience	12 level
3 information	13 income
4 computer	14 finance
5 responsibility	15 history
6 computers	16 experiences
7 communication	17 problems
8 trainer	18 care
9 lives	19 style
10 relationship	20 growth

This contrasts with the Bailey corpus, where the primary collocations occur with the following nouns:

1. violence
2. knowledge
3. estate
4, appearance
5. property

While some of the difference is due to genre, it also reflects the changing use of the word *personal*.

The word *personal* turns out to be unusual, because there are many uses where it is redundant or uninformative in context, such as the following:

I state that from my knowledge derived from my personal presence at Gallinas. (Bailey Corpus 1843)

Because of the large number of such sentences, I will suggest that the increase in the use of the word *personal* is metalinguistic rather than compositional in nature. It reflects evolving views on society more than it contributes compositional meaning to individual sentences.

Wakhi subject markers: Agreement or pronominal clitics? - Todd Hughes (University of Florida)
Wakhi is a Pamir language spoken across the borders of Tajikistan, Pakistan, China, and Afghanistan. An SOV language, Wakhi indicates person and number features of the subject as obligatory suffixes on the verb in the present tense. In the past tense, however, a similar set of markers behave as mobile clitics rather than immobile verbal suffixes. These past tense clitics typically appear as enclitics on the first constituent of the clause and can alternate with free standing pronominal elements (see (2a)). The contrast between present and past can be seen below (PRN = pronoun; IMPF = imperfective):

Present tense

parindash	shapik	go-en
birds	bread	make.IMPF-3PL

'Birds are making bread.'

*parindash	shapik-en	go
birds	bread-3PL	make.IMPF

'Birds are making bread.'

2.   Past tense
　　　a.   maj   keshen   [ki   tou   shapik   yikt]
　　　 1SG.PRN   hear.PAST.IMPF   COMP   2SG.PRN   bread   eat.PAST.IMPF
　　　 'I heard that you ate bread.'

　　　b.   keshen=om   [ki   tou   shapik   yikt]
　　　 hear.PAST.IMPF=1SG   COMP   2SG.PRN   bread   eat.PAST.PERF
　　　 'I heard that you ate bread.'

In this talk, I discuss the systematic differences between present tense and past tense agreement markers. Though these clitics have been classified as Wackernagel, or second position, clitics similar to those found in Pastho, Tagalog, and Ancient Greek, I show that this classification cannot account for all of the data. Instead, I situate the facts into a broader discussion of their syntactic role, asking whether these markers should be characterized as the realization of agreement features, or phonologically-dependent pronominal clitics.

Language use and development of a bilingual child who is learning two languages simultaneously - Byunghyun Jang (Louisiana State University), Youngsu Kim (Youngdong University)
The purpose of the study is to explore Language use and development of a bilingual child who is learning two languages simultaneously. After understanding a few words, early children begin to produce words, combine words, and create sentences. The words and sentences that children expressed externally might include their thought because they are the results of their continuous thought (Vygotsky, 1986). Bakhtin (1986) insists that the complex meanings within the languages are understood in the specific context of dialogue based on addressivity that means the event of constantly responding to utterances from the different worlds. Then children master the basic rules and structures of the language (Lindfors, 1991). The study discusses features of language structure, patterns of language use, and ways of language development in the language learning process through the conversation between one little child and her mother in the two sessions such as book reading story and snacktime story in their daily life. The results show that after the mother provides some cues capable of learning languages and understanding a phenomenon and events through social interaction with her daughter, her daughter learns the knowledge to understand her own world and the way to develop her languages through a variety of patterns of language use and development such as inquiring, imitating, belonging, socializing, social playing, etc. That is, early children seemed to convey her requests, thought, feeling, interest, and willingness by means of language acts such as babbling, laughing, one word, intonation, and physical actions. Through the interaction pattern between the child and her mother, children might understand what they wanted to figure out the phenomena and their world, learn the knowledge, and achieve language learning. This article concludes by suggesting interlocutor's role like parents in developing children's language skills is very important.

Metalinguistic Awareness and African American English Use among Long-Term Research Subjects - Channing Johnson (North Carolina State University)
This study investigates the interaction of language ideologies and metalinguistic awareness by analyzing research interviews of African American young adults with the ability to shift styles along an African American Vernacular English (AAE) and Standard English continuum. A group of 70 post-secondary young adults participating in a 20-year longitudinal study of African American English conducted by Franklin Porter Graham Child Development were asked a set of questions about their views on standard English, African American English and the utility of these varieties in their lives. Though these participants have been studied extensively in terms of their trajectories of development in AAE, their style shifting and the correlation of their use of AAE with school achievement and a variety of demographic, social, and self-regard measures, they have not been asked previously about their own perspective on dialect, standard dialect, Ebonics, and style shifting. Using elements of discourse analysis combined

with tools of ethnography and sociolinguistic analysis, this study shows the relationship between beliefs about language use and how these ideologies inform their understanding of language and ethnicity, language and identity, and the situational role of language style. Despite considerable difference in the use of African American English, the participants show how dominant-culture ideologies have been adopted by speakers of AAE.

The Ingredients of a Phrasal Approximative: Insight from Appalachian English '*liketa*' - Greg Johnson (Michigan State University)

Approximative *almost* in *'John almost died'* is thought to have a *proximal* and *polar* component to its meaning: *came close to X* and *did not X,* respectively. Previous research has focused on the status of these components with regards to the conventional meaning of lexical *almost*-modifiers across languages (see Horn, 2002). In this talk, I explore the grammatical components of Appalachian English *liketa* (Wolfram and Christian, 1976) and how they combine to give rise the approximative reading in *'John liketa died'*. I argue that *liketa* is best analyzed a verb whose conventional meaning contains the proximal component, while the polar component is the result of a combination of tense, aspect and pragmatics.

Liketa is a verb rather than an adverb because: (i) it cannot be moved, *John died almost/*liketa.* (ii) it cannot be a response to questions, Q:*Have you finished eating?* A:*almost/*liketa.* (iii) It can appear between Perf heads like a verb in a bi-clausal construction, *John had liketa/*almost have died*. This syntax allows us to examine which pieces are integral to the construction.

Liketa's proximal component is part of the conventional meaning of the lexical item; it is never cancelable, *#John liketa died, but he didn't come close*. The polar component is only surely non-cancelable when the eventualities are constrained by a time adverbial, *John liketa died at 3:00, and he did at 4:00/#and he did at 3:00*. Thus, I argue that the polar component of *liketa* is created in part by the assertion of two contradictory eventualities aligned to the same reference time.

This analysis shows that temporal/aspectual mechanisms and their syntactic correlates are important for constructing approximative meanings at the phrase level and that understudied dialects are valuable sources of alternative approaches to theoretical problems.

Passivization and obliqueness - Leslie Layne (Lynchburg College)

Purpose of paper: To show that passivization is not a property of objects based on grammatical function, but rather a syntactic property applicable based on obliqueness of objects.

Passivization has long been considered an indication of the grammatical function of direct object in the transitive as well as the ditransitive construction in English, suggesting that the NP that directly follows the verb is the direct object in a ditransitive VP. However, this single structural property provides insufficient evidence to challenge the volume of syntactic and semantic evidence suggesting that the post-verbal NP is in fact the indirect object. I review both options and determine that the greater support shows that the first NP in the post-verbal sequence should be considered the indirect object, and not the direct object. Therefore, an alternative explanation is needed for why passivization applies to the indirect object in the ditransitive construction and the direct object in the transitive construction. Based on work in Categorial Grammar, a theory of syntax which describes lexical units based on how they combine, obliqueness appears to be an important concept in the double object construction and seems to be the basis for passivization rather than grammatical function. I give an overview of the importance of obliqueness in other syntactic theories and other constructions and show how obliqueness works successfully as an explanation for passivizing objects, independent of theoretical approach.

Negotiating Relationships across Institutional Boundaries: The Role of a High School Sorority - Sara Lide (University of South Carolina)

Recent approaches to linguistic practice and social identity have addressed the interactional nature of identity construction (e.g., Bucholtz 1999, Eckert 2011, Goodwin 2006). In this paper, I expand upon this research by highlighting how linguistic practices, such as narratives, can display the complexities involved in defining one's own identity, particularly in the context of institutional tensions. Specifically, I analyze narratives in which one high school girl, Julie, negotiates her identity as a member of an exclusive high school sorority while also presenting herself as able to sustain friendships with non-members. I argue that Julie relies on strategies of adequation and distinction (Bucholtz and Hall 2005) to portray herself as capable of maintaining friendships across this institutional boundary.

This analysis explores how individuals understand their roles in complex social settings through their representation in narratives. Previous scholars have highlighted the conflicting pressures of friendships and different types of institutional ties, such as those to high schools, cliques, and gangs (e.g., Eckert 2000, Goodwin 2006, Mendoza-Denton 2008). Building on this body of work, I examine how girls describe social relationships that are shaped by invitations to join a high school sorority. I combine discourse analysis of a 40 minute audio-recorded interview with Julie and ethnographic participant-observation within the sorority. Focusing on Julie's narratives, I argue that she negotiates the tension between her membership in an exclusive institution and friendship outside the institution by using strategies of adequation and distinction to align with both the sorority and with non-members at different moments in the narrative. Julie never denies her institutional identity, but she is able to minimize it in order to stress the solidarity she claims with non-members. By analyzing how individuals make sense of their own identities relative to institutions, we can better understand the complex interactions between multiple conflicting identity categories.

Testing the Waters: Integrating Louisiana French into the Standard French Curriculum - Tamara Lindner (University of Louisiana - Lafayette), Anna Howell (University of Louisiana - Lafayette)

The French language has a rich history in Southwest Louisiana, but long-term language shift has resulted in an increasingly monolingual culture in this area. In this context, maintenance and revitalization efforts are vital to the survival of Louisiana French (or Cajun French), yet there has not been a consistent approach to integrating this local variety of French into existing French language curricula. Although the importance of promoting the dialect is widely recognized by academics, prior research has shown that students, despite the fact that many have Acadian ancestry, have misconceptions about this dialect and are generally ambivalent about learning Louisiana French.

With the goals of challenging and refining university students' ideas about Cajun French and of encouraging their interest in this historical vernacular of South Louisiana, this project introduced a series of Louisiana French-content lessons into second-semester French classes at the University of Louisiana at Lafayette in Fall 2011. At the beginning and the end of the semester, students completed anonymous one-page questionnaires about their contact with and interest in Cajun French; during the semester, students completed feedback forms after each Louisiana French lesson. Between 73 and 96 students participated in each part of the study. In this presentation, student feedback about the new lessons will be analyzed to determine whether the goal of stimulating interest in Cajun French was met, and aggregate data from the pre- and post-study questionnaires will be compared to investigate the effect of the lessons. Short answers provided on the feedback forms will also be considered to discern which lesson format was most appealing to students. Investigating students' interest in learning Cajun French before and after being exposed to lessons focused on this variety will inform further endeavors to bring this historical local vernacular into the "regular" French classroom.

Cajun French and Cajun English as Linguistic Correlates of Cajun Culture: Opinions of University Students in South Louisiana - Tamara Lindner (University of Louisiana – Lafayette)

The character of South Louisiana is perceived as being closely tied to its francophone heritage in spite of the decline of the local French dialect, known as Cajun French, and the shift to English in Cajun communities that began in the mid-twentieth century. The influence of Cajun French can be heard in the English dialect of the area, which has come to replace Cajun French as a marker of Cajun identity, particularly among young people, according to the academic literature (e.g., Dubois & Horvath, 2004). This study examines how young people relate to Cajun French and Cajun English as linguistic correlates of the character and culture of the region: Has Cajun English effectively replaced Cajun French in Cajun culture and identity for young community members? To explore this question, a survey was conducted with undergraduate students enrolled in foreign language courses at the University of Louisiana at Lafayette, which is located in the heart of Cajun Country and has a largely regional population. Analysis of responses from the 473 participants in the study reveals a continued attachment to Cajun French as an important element of the character of the region; overall, statements about Cajun French provoked stronger reactions than similar statements about Cajun-accented English. Response patterns will be considered in relation to personal factors, including local versus non-local provenance and self-identification as Cajun, to determine which, if any, of these factors may influence the way that young community members incorporate the local French and English dialects in their conceptualization of Cajun culture.

Children of foreign immigrants as leaders of change? - Corrine McCarthy (George Mason University)

Recent studies of the children of foreign immigrants in ethnically-diverse communities indicate that they lead in the process of phonological merger as a change in progress. In two communities, Queens, New York City (Johnson 2010) and the Northern Virginia suburbs of Washington, D.C. (Author 2010), the locally-raised children of foreign immigrants are more likely than their peers with local parents to pronounce the low back vowels (*cot*, *caught)* the same. This paper examines whether their lead in change in progress is limited to mergers, or whether they lead in sound change in progress more generally.

In order to examine the children of immigrants' role in sound change, two additional changes were examined: (1) the backing of short-a (*cat*, *bath*); (2) the fronting of /u:/ (*boot*, *do*). 23 young adults who were raised in Northern Virginia participated in sociolinguistic interviews eliciting a range of speech styles; here we present word list and reading passage data. They were divided into two groups. One had foreign-immigrant, non-native English-speaking parents, and first learned English upon immersion in (pre-)kindergarten. The other had local, monolingual English-speaking parents. Their vowels were measured acoustically at fixed points along the nucleus.

Results indicate that the children of foreign immigrants hold a marginally significant ($p=.08$) lead in the backing of short-a, as measured by lower mean F2 relative to the local-peer group. This result could be due to purely structural factors, however: they also lead in the low back merger, which triggers short-a backing. No mean difference was found for the fronting of /u:/, as indicated by mean F2.

We conclude that the children of foreign immigrants do not lead in sound change as a rule. Instead, they appear to lead in those changes that are potentially simplificatory (i.e. mergers), and the chain shifts that follow from those changes.

Researching voice quality in sociolinguistics: incorporating acoustic measurement techniques in the study of stylistic variation - Katherine McDonald (North Carolina State University)

Acoustic analysis of voice quality is relatively absent from sociolinguistic studies and needs to be incorporated into further studies of voice quality. This area of study has largely been left to speech therapy because speech therapists examine phonation in relation to communication disorders. Traditional measures include harmonics, but

with the advent of newer methods of measuring voice quality such as cepstral peak prominence (CPP) analysis (Hillenbrand and Houde 1996), this field of research is wide open for sociolinguists to examine further. Sociolinguistic examinations of the role of social factors and the stylistic use of voice quality have been completed but often without the support of acoustical analysis (Stuart-Smith 1999, Mendoza-Denton 2011, Podesva 2007, Yuasa 2010). Studies that incorporate both acoustic and impressionistic measurements of voice quality have also been completed but should be expanded upon (Esling 1978, Henton and Bladen 1985, Stuart-Smith 1999). This presentation investigates the methods of acoustical measurement of voice quality that can supplement sociolinguistic investigations of stylistic variation. This study will investigate instances of stylistic variation of voicing using recordings from the Sociolinguistic Archive and Analysis Project (SLAAP) as well as sociolinguistic interviews collected by the Frank Porter Graham Institute (FPG) data.

Much variation of voice quality exists and needs to be further examined acoustically in addition to impressionistic study to determine the social and stylistic uses of this aspect of language. The combination of acoustical measures of voice quality such as harmonics or CPP will strengthen the research on socially constrained voice quality variants such as creaky voicing. Voice quality is a variable of speech that can be used to examine differences between speakers as well as within speakers.

"Tammy's done been to jail": Narrating unexpected events - Julia McKinney (University of South Carolina)
Previous scholars have demonstrated that narratives not only accomplish identity work both on the individual and community level (e.g., Schiffrin 1996, Ochs and Capps 1996), but narrators also often aim to achieve coherence of identity across their narratives (e.g., Linde 1993, Wortham 2001). In this paper I explore a storytelling event in which a narrator shares an unexpected, and potentially face-threatening, life experience with her audience. I argue that during this narrative event, both the narrator and her interlocutors work together to produce an understanding of this deviant behavior as being coherent with the narrator's moral persona. In other words, both the narrator and her audience strive for coherence across her narrative and life story. In doing so, both actively construct the narrator as an upstanding member of the community who is enacting positive community values, despite narrating deviant behavior.

The narrative discussed in this paper is taken from a larger set of ethnographically-collected and audio-recorded data in a Southern older women's beauty salon. During this storytelling event, the narrator, Tammy, discusses a time when she was sent to jail, which is an "unexpected turn" (Ochs and Capps 2001) in the narrated events. Despite the story's content that depicts her as immoral (i.e., going to jail), both Tammy and her audience collaboratively construct her as a "good" or moral person. While this storytelling event might be expected to have negative consequences for Tammy's public persona, instead, the narration of this unexpected event reaffirms Tammy's positive local identity and shared community values.

I argue that this narrative, which risks breaching expected behavioral norms, emerges as a result of circulating community ideologies of what it means to be "good," and provides an example of how individual linguistic practice, such as narrative, can be used to understand a larger ethnographic context.

The Role of Accentual Phrases in the Distinguishing African American English Intonation - Jason McLarty (North Carolina State University)
As prior studies of African American English (AAE) intonation have concluded, African Americans seem to have intonational patterns distinct from European Americans (Tarone, 1973; Loman, 1975; Jun and Foreman, 1996 (Wolfram and Thomas 2002). What is less known from these studies, however, is the dimension of intonation that denotes its distinctiveness in AAE. AAE shows a higher density of dramatic rises and falls of the F0 track, which seems to be unique to AAE, suggesting the operational validity of the Accentual Phrase (AP) interpretation of AAE.

Most of the languages that are cited as having APs are iambic languages (e.g. French, Korean, Farsi and Bengali) (Jun 2005). McLarty (2011) found that for intonation, AAE speakers in Raleigh, North Carolina, are staying *more or less distinct* from their EAE counterparts. The differences in both the use of pitch accents and the rates at which they are used, show that there are distinctive differences between the socioethnic dialects; moreover, the results demonstrate that the Mainstream American English ToBI system cannot account for the overall density of dramatic rises and falls of the F0 track.

Accentual phrasing approaches offer the next analytical step in describing AAE intonation differences. Iambic languages known to have APs are structured differently from trochaic languages (e.g. English); therefore, even if APs explain the differences between the two ethnic dialects of English, accentual phrasing will be realized differently in AAE. This paper utilizes AP methodologies in analyzing the F0 track of fifteen African American speakers from three different areas of North Carolina, Robeson County, Princeville, and Raleigh, in addition to ten ex-slaves. By incorporating AP methodologies in AAE intonation studies, a more clear and nuanced picture of AAE intonation emerges—thus, shedding light on the particular dimension of intonation that denotes the distinctiveness of AAE.

Language Learning and the Magic Stone - Megan E. Melançon (Georgia College and State University)
In this paper I will discuss the efficacy of the Rosetta Stone® software application as compared to 'traditional classroom instruction'. The reason for my inquiry into this subject came about via conversations with students taking second language classes who wanted to know the best way to learn, what they could do to learn the L2 better, how to improve their pronunciation, etc. I have never used the program, nor do I have any plans to, so this research was done purely in the spirit of scientific inquiry.

The creators of the Rosetta Stone claim that their "dynamic immersion method" enhances usability, learnability, speed, and efficiency in the second language learning process. They further promise that the proprietary software is the "the fastest way to learn a language. Guaranteed." (www.rosettastone.com).

To test this claim, I created a survey designed to access the opinions and language skills improvement in students taking foreign language. I sent the survey link to 13 students who self-identified as having bought the Rosetta Stone Spanish software package (these ranged from students who had only bought Level 1 to students who had bought up to Level 3).

The results show that he Rosetta Stone language learning program seems to be most effective for increasing vocabulary and listening skills, less effective for teaching speaking and grammatical skills, and least effective in the area of writing instruction. Based on these results, I would suggest that the program could be used as an additional tool for L2 learning and teaching, along with more traditional classroom teaching methods. It is not the end-all and be-all magical pill for language learning, however. It seems that learning and deciphering a second (third, fourth, etc) language is as difficult for us as it was for those who engraved the original Rosetta Stone.

A Linguistic Analysis of Colombian Advertising in English and Spanish - Francisco Morales (Michigan State University), Francia Martinez (University of Michigan-Dearborn)
Language is a major component of most advertisements. Words, phrases, and sentences are used in advertising to convey information, to influence attitudes, and to affect behavior. Therefore, selecting appropriate terminology and using creative language are critical functions in the development of advertising. Unfortunately, in their efforts to relate to the consumer, advertisers and marketers often mirror incorrect language used by their customers by breaking commonly accepted rules of Spanish and English. The main purpose of this presentation is to examine the influence of Colombian advertising on the Spanish and English language. Examples of how Spanish and English are

being improperly used in advertising will be shown and analyzed. Additionally, there will be illustrations of how messages that transgress accepted rules of grammar and spelling are more powerful as communication devices than grammatically and orthographically correct messages. In order to determine the level of linguistic irregularity in Colombian advertising, an analysis of data was conducted. These data were obtained and categorized from different sources: local and national newspapers, pictures taken in different places, and from *Colombianadas.com.* The results of this study revealed the following linguistic phenomena:

There is a high presence of English loan words in Colombian advertising.
Phonetic, orthographic, and semantic changes are some of the most common aspects of English in Colombian advertising
Spelling issues constitute some of the most common linguistic irregularities in Spanish in Colombian advertising.

Some of the conclusions drawn from the previous study lead us to establish that advertisers, wittingly or unwittingly, are contributing to changes in the English and Spanish languages. Finally, a more important reason for giving attention to the irregular use of language in advertising is its potentially negative impact on children learning both languages.

Mississippi College Slang - Elise Morse-Gagne (Tougaloo College)
The present study reports on current slang at several four-year residential colleges in Mississippi, a state (indeed, a region) not previously represented in the literature on slang. As well as collecting and defining current expressions, we ask new questions and pursue new approaches to gathering and interpreting this sort of data. How can we usefully distinguish between active and passive competence? To what extent do students at different campuses within the state use or understand the same slang expressions? What can we learn about cross-campus social networks by analyzing the overlaps and differences between slang repertoires with respect to such variables as physical distance, predominant ethnicity, and deep-rooted rivalries? What are the roles of sports events, Facebook, and Twitter in spreading slang from one venue to another? While we do not claim to answer all these questions, we present preliminary findings and discuss the issues and challenges they raise.

Prosodic rhythm in Bahamian English: Comparative Evidence from Socioethnic Varieties on Abaco Island, the Bahamas - Caroline Myrick (North Carolina State University)
The comparison of rhythm has become increasingly significant in determining substrate influence and the subtle relationships between socioethnic varieties. This study extends this line of inquiry by examining rhythm for a sample of Bahamian speakers from the isolated Sandy Point and Cherokee Sound communities of Abaco Island. The island was settled by British loyalists and their slaves following the Revolutionary War. Sandy Point was settled by ex-slaves and remains an exclusively black community, while Cherokee Sound was settled by a group of white loyalists from North Carolina, thus providing a contrast between white and black Bahamian enclave communities.

Prosodic rhythm was measured using the Pairwise Variability Index (PVI) (Low, Grabe, & Nolan 2000), which compares vowel durations of adjacent syllables. For demographic and historical comparisons, PVI scores were used from Thomas and Carter's (2006) study of African American English and prosodic rhythm, which suggested that African American English has become progressively more stress timed over the past two centuries. Data includes European Americans born before the civil war, American ex-slaves, European Americans born after 1980, African Americans born after 1980, Jamaicans, Hispanic-English speakers, and Spanish speakers.

Results show Sandy Point speakers are more syllable-timed than any of the American speakers of African or European decent, with scores comparable to those of Hispanic-English speakers. Furthermore, the data shows that

Sandy Point speech has become more syllable-timed over the past century, suggesting an increase since settlement. PVI scores for the Cherokee Sound residents indicate that these speakers show more syllable-timing than traditional white American English varieties but not as much syllable-timing as the Sandy Point community. Both communities share an accommodation to more traditional Caribbean English syllable timing rather than substrate influence, but also indicate how rhythm is subtly used to mark socioethnic differentiation in isolated black and white communities in the Bahamas.

Mondom, "every jail's got a phone": Code-switching for reported speech in bilingual narrative - Caroline Myrick (North Carolina State University), Agnes Bolonyai (North Carolina State University)
While code-switching (CS) and reported speech (RS) continue to be heavily investigated independently, the relationship between these two discursive resources is not well understood and remains the subject of ongoing scholarly debate (Gal 1979, Gumperz 1982, Auer 1995, Álvarez-Cáccamo 1996, Gardner-Chloros, Charles & Cheshire 2000, Koven 2001, Hinnenkamp 2003). Of particular interest is the question of whether bilingual speakers use CS for RS in an isomorphic way (i.e. by reproducing previously occurring speech in its 'original' language and content), and if not, what social indexical meanings or pragmatic functions might CS serve in non-isomorphic RS, or 'constructed dialogue' (Tannen 2007). In this study, we investigate the role and organization of code choices in direct and indirect RS, and their mutual relationship, within the context of a bilingual narrative. Drawing on a corpus of 70 hours of audio-recorded informal interviews with bilingual immigrants, data for this analysis comes from the personal narratives of a Hungarian-American immigrant. Using narrative analysis (Schiffrin 1996) as a framework, this study demonstrates that CS in RS performs multiple functions, from (re)structuring the narrative and its production format (Goffman 1974) to the construction of identities, social personas/voices and to the management of social relations with the audience. Evidence from quantitative and qualitative analyses shows clear, isomorphic and socio-pragmatically significant, patterns for RS with regard to language density and location, and reveal systematic, creatively, and progressive use of code choices for RS throughout the unfolding narrative. The pragmatic link between CS and RS is discussed through the application of Bhatt and Bolonyai's (2011) Principles of CS. It is argued that while the Principle of Perspective governs CS for RS, additional principles are also mobilized in order to communicate intended representations of the self and of others*.

The effect of coda composition on the L2 reduction of English diphthongs: evidence from Spanish - Bonny Paez (George Mason University)
Vowel reduction is well documented phonological process which has been shown to occur in a variety of contexts. Research previously carried out in English as well as crosslinguistic evidence from Korean, Russian, French and Spanish has demonstrated that vowels tend to be shorter in a voiceless than in a voiced coda environment, and similarly preceding coda clusters than singletons (Chen, 1970; Lindblom, Lyberg & Holmgren, 1981; Fowler, 1983). However, in these studies, the syllabic structure of the cross-linguistic data was not held constant. Mack (1981) was able to demonstrate that consonantal voicing influenced the duration of the preceding vowel in L1 French - L2 English using monosyllabic words, but as in previous studies mentioned above, the vocalic elements tested were monophthongs. Diphthongs could be regarded as complex vowels in the sense that their production involves a movement from one vowel to another within the same nucleus. Consequently, should it be expected coda composition to influence the L2 production of English diphthongs?

The purpose of this study is to test the influence of consonant complexity and voicing in the duration of a complex nucleus in monosyllabic words. This study analyzes 17 Spanish speakers in their phonetic realization of four different English diphthongs occurring in both open and closed monosyllabic words, the latter differing in coda voicing. The data come from a reading passage recorded and transcribed in a database. The diphthongs were acoustically measured and compared to previous vowel duration findings according to a nuclei duration scale.

Preliminary results show that diphthongs are reduced by L1 Spanish speakers of English according to the nuclei duration scale for coda voicing. However, the results observed for coda composition were not consistent.

My Russian Sister: A Personal Look at Language Change in Foreign Accent Syndrome - Dylan D. Phillips (Winthrop University)
Just over a year ago, I received a phone call from my sister Heather, and I could barely recognize her voice. She told me that she had hit her head on a soap dish in the bathtub. At first, Heather's stuttering speech was indicative of Broca's aphasia, but in time, her aphasia dissipated as she developed one of a rare variety of motor speech disorders known as Foreign Accent Syndrome (FAS). In this paper, I recount my personal connection to FAS along with anecdotes about my sister before synthesizing all the relevant scholarship on FAS, ultimately indicating the lack of a thorough linguistic evaluation of the disorder. I then attempt to conduct an appropriate linguistic analysis of Heather's speech, observing her vowel and consonant phonemes, as well as her grammar and prosody. Ultimately, the project illuminates the potential power and universal application that language study has across disciplines, and calls for future interdisciplinary approaches to FAS in order to uncover more about the brain-language connection.

Arabic learners' production of regular English past tense verbs - Baraa A. Rajab (George Mason University)
Previous studies show that L2 learners of English sometimes produce verbs with appropriate past tense inflectional morphology (help[t]) and sometimes do not (kissø). Complicating matters, these studies focused on learners whose native languages disallowed codas, or had very restricted codas. Thus, it is difficult to tell whether any problems in producing past tense are due to L1-transferred coda restrictions, or an inability to acquire the abstract feature of past tense. To rule out native language syllable structure interference, we examine the production of the English regular past tense verb by learners of Arabic, a language that allows complex codas. The paper also examines the role of a phonological universal, the Obligatory Contour Principle (OCP), which disallows two adjacent sounds with the same manner, and its effect on learners' production.

The data come from 20 ESL students at two levels of proficiency. The task was a sentence list eliciting target clusters in past tense contexts that violate manner in OCP: fricative + stop ([st], [ft]) vs. stop + stop ([pt], [kt]).

Preliminary results show that L1 Arabic speakers have difficulty in producing past tense morphology, even though their L1 allows complex codas. The results show that fricative + stop clusters are repaired (epenthesis/deletion) at a lower rate (low =57.14%, high=19.41%) than stop + stop clusters (low=62.5%, high=37.46%). The higher rate of repair in stops + stop clusters suggests that learners abide by phonological universals and prefer not to violate OCP. Finally, proficiency level has an effect on target-like production, as higher-proficiency learners produce past-tense morphology at a higher rate than lower-proficiency learners. Together, these results indicate that L1 transfer is not the only source of difficulty in the production of past tense morphology, and that the abstract feature of tense is problematic, particularly at the early stages of ESL development.

Increasing teachers' linguistic knowledge through professional development webinars - Jeffrey Reaser (North Carolina State University)
 While it has long been acknowledged that teachers ought to have some sociolinguistic awareness (IRA/NCTE 1996, standard 9; Common Core Standards 2010, 54), teachers often lack sophisticated knowledge about language variation. Despite the increase in linguistically informed materials available to teachers designed to be taught by classroom teachers without a linguistic background and without additional training (Reaser and Wolfram 2007, Brown 2009, Wheeler and Swords 2010, Denham, Lobeck and Pippen forthcoming), many teachers remain reluctant to incorporate curricula without some training. This reluctance may be attributable to many things from

a lack of time to thoroughly preview materials to a fear of teaching a subject matter in which few teachers are well versed.

In 2010, we partnered to the North Carolina Department of Public Instruction to increase the number of teachers using our *Voice of North Carolina* curriculum. Together, we developed a webinar series designed to increase the awareness of our curricular materials, the level of linguistic knowledge in teachers, and the teachers' comfort level with teaching about language variation. The webinar consisted of three 1-hour sessions in spring 2011. Between sessions, participants were required to complete approximately seven hours of additional work split between previewing materials, writing reflections, and developing curricular connections. The ten hours of total work earned participants one Continuing Education Unit. Approximately 60 teachers and school administrators signed up for the webinar; 23 completed all activities.

This paper describes the process of constructing and implementing the webinar, which may serve as a viable model for other linguists who wish to expand their outreach efforts. The teachers' reactions to the webinar are also examined, including the connections they made between sociolinguistic information and their classrooms. Finally, information from follow up with webinar participants reveals the effects of the experience on teachers and their fall 2011 teaching.

Inter- and Intra- Generational Monophthongization and Southern Appalachian Identity: A Family and Self Study - Paul Reed (University of South Carolina)
It is well-known and well-documented that monophthongization of the diphthong /ai/ is a hallmark of Southern American speech (Thomas 2001, 2003; MacMillan and Montgomery 1989 list many vowel studies), and one of the most salient markers of persons from the American South and as a result this particular feature has become a marker of Southern identity. From this, a question arises, how would a person whose identity has shifted away from the South reflect this change in his/her speech? What would happen within a family whose allegiance to the South shifts within and across generations?

This paper will analyze the monophthongization of /ai/ from 3 generations of a Southern Appalachian family from current speech and speech over the lifetimes of family members. An analysis of present tokens will be from recent interviews from Grandparents, Parents, and Children. In addition, historical tokens from family videos and recordings will be analyzed. This will demonstrate that there is variation in this phenomenon throughout a person's life and across generations. This paper hypothesizes that the amount of monophthongization will be crucially related to how closely the person self-identifies with the American South and/or self-identifies as a Southerner (following Feagin 2000). For the Grandparents and Parents, there was and is a strong sense of Southern Identity; however, among the Children there are varying degrees of identification with the South. The hypothesis is that those members of this family whose ties with the American South have lessened will have fewer monophthongs and more diphthongs in recent speech than in earlier speech as they are indexing changing facets of their identities. Schneider 2000 explains this as 'linguistic expressions serve as markers of group solidarity or desired group membership', thus aspects of the non-Southern identities of certain family members will be expressed through a higher percentage of diphthongs.

Two presidents, two ideologies and five ways to legitimize action - Antonio Reyes (Washington and Lee University)
From an interdisciplinary framework anchored theoretically in Critical Discourse Analysis (CDA) (see Fairclough 1992, 1995, 2003; Van Dijk 1993a, 1993b; Wodak 1989, 2001, 2009) and using analytical tools from Systemic Functional Linguistics (SFL) (Halliday 1994, 1995; Halliday and Matthiessen 2004), this paper explains specific uses

of language in society in order to understand affirmations such as "Language is an instrument of control" (Hodge and Kress 1993: 6) or notions such as symbolic power (Bourdieu 2001) in discourse.

This paper proposes strategies of legitimatization employed in political discourse to justify particular courses of action. I explain the specific linguistic resources and the nature of the legitimatization strategies political actors employ to justify decisions that entail the risking of the lives of their interlocutors. This paper explores how the power of words is executed in political discourse to justify governmental decisions by employing, individually and/or collectively, processes of legitimatization through (1) emotions, (2) references to a hypothetical future, (3) voices of expertise, (4) rationality, and (5) altruism, to justify the continuation of armed conflicts.

This work draws from examples of speeches by different ideological leaders, specifically George W. Bush and Barack Obama, in two different armed conflicts, Iraq (2007) and Afghanistan (2009), to underline their justifications of military presence in the notorious "War on Terror."

Example of analysis:

Legitimatization through a hypothetical future.
a.   If we do not do what the speaker proposes in the present, the past will repeat itself. Terrorism will spread:
-          "radical Islamic extremists would grow in strength" (Bush, 1/11/2007)

-     "this danger will only grow if…al Qaeda can operate with impunity" (Obama 12/1/2009).
If we do act according to the speaker's suggestion, we will have security at home and we will enjoy a series of values: freedom, liberty, happiness. (Discourses of value, Van Leeuwen 2008: 109-110).

From Data to Map: Processing Perceptual Microdialect Data with Topic Models - Claiborne Rice (University of Louisiana at Lafayette), Wilbur Bennett (University of Louisiana at Lafayette)
Students in our ongoing undergraduate class project, Perceptions of Dialect in Southwest Louisiana, have conducted over 600 interviews using the card stacking method of identifying regional microdialects. In order to turn that data into a working map of Cajun English dialect variation, we used software called MALLET (McCallum 2002) to create topic models (Steyvers and Griffith 2007). The various resulting models were converted into JavaScript Object Notation (JSON) format, to be mapped through the Google Map Javascript API.
Our presentation will walk through this process, focusing on the logic of how topic modeling can be applied to geographic data mapping. Each stack of an interviewee's cards is treated as a topic, with the interviewee's complete map analogous to an essay generated from those topics. Given that each person's map is different, the Latent Dirichlet Allocation procedure implemented in MALLET is used to infer a set of areas that frequently appear together within individual maps, which would constitute a dialect area. In order to evaluate the program output visually, we reformat it into the generic JSON standard so that it can be fed automatically into any mapping program that accepts JSON input. We will display several of the resulting maps, and discuss the next project phase, which is to evaluate the maps based on responses to speech samples from the various microdialect regions.

We will address certain issues regarding the feasibility of using topic modeling to create geographic maps, including what might constitute the minimum amount of data necessary to infer topic models effectively, how many topics should be selected, how to handle areas that are included in more than one dialect area, and whether there might be statistical reasons for preferring some of the resulting maps over others.

Garifuna, Race, and Rastafarianism: the making of a Pan-Caribbean Afrocentric identity - Michael A. Rodgers (Tulane University)

The Garifuna people of Central America are a multi-diasporic Afro-Amerindian people who articulate a meaningful Garifuna identity across a number of communities with varied socio-cultural ecologies. As such, Garifuna people in disparate locations must rely on, and respond to, locally present constraints to identity performance in unique ways. However, at times different communities linguistically manifest articulations of the Garifuna identity in similar modes. Such is the case regarding the ubiquitous presence of marked "Rasta speech" across several Garifuna communities including Trujillo, Honduras; Livingston, Guatemala; and New Orleans, Louisiana. This paper seeks to illuminate the indexical relationship between Anglophonic "Rasta speech" and the performance of a Pan-Caribbean Afrocentric moral, political consciousness. Furthermore, this paper takes as its argument the position that the occurrence of "Rasta speech" in these communities serves to indicate the trajectory of the linguistically observable performances of a re-imagined Garifuna identity formed in response to a rapidly globalizing economy.

Towards an Explanation of Personally Patterned Variation: Insight from the A-Curve - Robin Sabino (Auburn University)

Referencing Mandelbrot's observations on fractal regularities, Kretzschmar (2009) observes that "random operations in complex systems [such as speech] produce non-random [and rarely normal] distributions" such as the A-curve. Kretzschmar further provides evidence consistent with his claim that the A-curve distribution is present at every level of scale. Unfortunately, his data do not examination of the A-curve at the level of the individual. This paper addresses that issue.

Using data produced by 11 last speakers of a moribund Afro-Caribbean vernacular, I consider the distribution of 6,844 tokens representing eight lexical items with six or more variants: /it/ 'out', /bini/ 'in', /bo/ 'above', /am/ 'third person singular non-possessive pronoun', /fulʌk/ 'person', /lista/ 'allow', /sini/ 'third person plural pronoun', and /wɛni/ 'when'. There is, not surprisingly, a strong correlation between the total number of words provided by a speaker and the number of variants s/he produced (r =.92, r2 =.84, p = .0001). That is, the larger the corpus a consultant provided the more likely s/he was to produce multiple variants. Nevertheless, despite data limitations, for each lexical item, graphing reveals the A-curve at the level of the community. When there are sufficient tokens, the A-curve also appears at the level of the individual. When speakers' most frequent variants are examined, personally patterned variation emerges, since often the A-curves produced by individuals differs from that of the community as a whole and from those produced by other individuals.

Construction of Affect in an Online Support Group: An Appraisal Theory Analysis - Christina Schwaller (North Carolina State University)

In this study, I examine the usage of emotion terms (or emotion talk) in an online forum. I focus specifically on an online support group (OSG) for people who are dealing with grief. The study utilizes appraisal theory for analysis of public posts by members of and visitors to the group. Appraisal theory has been shown to be productive for analysis of emotion talk in other forms of discourse (Bednarek 2008), but it has not been utilized in the analysis of this type of online interaction. Guided by this framework, I explore the discursive construction of emotion via lexical variation, including both emotion terms and metaphors. I focus mainly on emotion terms and their use for constructing and displaying affect, which describes positive and negative emotions. I examine emotion terms and metaphors and their patterns with regard to speaker role and intention. Emotion terms are grouped into several categories based on the types of emotions they serve to express. The patterns of emotion talk from each category will be shown to construct certain types of affect which correspond to the authors' roles in the online conversation. Metaphors are also examined by quantitative analysis of their relative frequency in text from speakers performing different roles. This will reveal various social functions of emotion terms and metaphors and their usefulness in constructing affect, speaker roles, and particular speech acts.

Monopthongization of /aj/ in rural Appalachian Regions - Tanja Szabo (George Mason University)
Recent research has suggested that particular vowel sounds characteristic of SAE (Southern Appalachian English) are in recession and will eventually conform to Standard American dialect. The linguistic phenomenon of monopthongization is one such feature of the Appalachian dialect: the dipthong /aj/ has characteristically been shown to be pronounced as /a:/ in various regions of Appalachia. The evidence of increasing standardization, however, seems be focused on urban speakers or those who have migrated from rural areas, and not so much on rural speakers. In this paper, several sources of recorded speech from speakers in rural Eastern Kentucky and West Virginia Appalachia shows that monopthongization is far from receding.

The paper reviews select literature as regards this feature, analyzes 335 transcribed samples of 12 speakers of the dialect, of mixed ages and both genders, by means of three documentary video sources from 2004-2009. The data is then analyzed against the current literature and discussed. The results show 98% conformity with monopthongization, leading to the hypothesis that the diphthong /aj/ is still quite monopthongized and prevalent in many rural speakers. Further, rural to urban migration appears to be the only impetus for the linguistic shift, and only a decline in the rural population will force a wholesale linguistic change.

The Body as a Battleground: The Discourse Between Patient and Medical Professional - Karen Tatum (Norfolk State University), Sasha Johnson-Coleman (Norfolk State University)
This paper explores the ways in which medical discourse exiles patients from their bodies, their personhood, and society in general, granting them a stigmatized or spoiled identity as Erving Goffman calls it. Chronic eczema's co-morbid anxiety, depression, neuroses, and psychosis caused by dermatological discourse, diagnoses and treatment lead to stifled self-expression frustrated by patient and doctor's differences in language use. Moreover, this disconnect in language use reinforces the superiority of the medical professional and usurps the authority of the patient along with his/her experiential knowledge of his/her body. As part of the body of research and literature of medical humanities, this paper seeks ways to bridge the linguistic gap between the medical jargon of the medical professional with the "everyday," non-discipline specific language use of the patient she or he is treating. According to Paul K. Longmore (2009), "…more recently, humanities and social science scholars have explained it [disability, illness, disease] as, not simply an individual impairment and definitely not an objectively measurable clinical entity, but instead a historically contingent panoply of social identities and roles, sociopolitical classifications, and cultural metaphors" (p. 11). Using Critical Discourse Analysis (CDA) as the framework, the concepts and theories of speech as a social act, agency, the epistemic and moral stances in narratives, and social and personal identities are examined and discussed.

ic monigum sceal wisdom cyþan: Riddle 95 - Ralf Thiede (University of North Carolina, Charlotte), Matthew Banks (University of North Carolina, Charlotte), Laura Mead (University of North Carolina, Charlotte)
Riddle 95 of the Exeter Book (Ic eom indryhten…) has no known Latin source and is considered unsolved. We have reviewed the critical literature and compared the poem to other riddles with known or proposed solutions and will offer our solution to #95, and a rendition into modern English. We will present the parallels and the linguistic evidence and propose that the riddle's solution is 'the written word.'

Where Syntax and Cognition Interface - Ralf Thiede (University of North Carolina, Charlotte
This paper is a culmination of many years of research into the points at which speakers of English make syntactic choices for pragmatics, style, or information management. English presents a particularly fertile (and bewildering) ground for such inquiry because language changes have created mixed systems within which the writer or speaker can choose. Just as in phonology, where speakers can elect to emphasize or suppress certain features (such as postvocalic /r/), so they can focus or suppress syntactic features. For example, English used to have strong agr

before it changed to weak agreement, but the strong setting was retained for the one word that has so many suppletive forms that it can still be considered inflected, *to be.* Hence, *Are you joining me* rather than *Do you be joining me* – unless, however, the speaker chooses a weak inflection, as in *Why don't you be a man about it and set me free.* Drawing from examples from Anglo-Saxon literature, Shakespeare, and the 19th-c. diaries of Mary Brown Davis, South Carolina, I will present a full menu of alternative choices in English syntax:

inflection settings in tense and agreement ('ɸ-features')
atavistic ('quirky') inherent Case
conscious choices in strong vs. weak forms for nouns and verbs
syntactic templates for making constituents more, or less, salient
argument suppression and promotion

This is, to the best of my knowledge, the first systematic classification of cognitive interfaces with formal syntax. Such a description, it is hoped, can be valuable in the linguistic analysis of literature (I will illustrate this also with examples from children's literature) and dialectology (e.g. showing syntactic preferences across immigration patterns or exploiting mixed systems for heritage constructions such as double modals).

A First Look at Consonant Cluster Reduction in Mississippi Choctaw English - Benjamin Torbert (University of Missouri-Saint Louis)

Several sociolinguistic studies of syllable-coda consonant cluster reduction (Wolfram 1980, 1984; Gilbert 1986, Wolfram, Childs, & Torbert 2000, Torbert 2001) have examined the relationship between this variable feature and socioethnic alignment in speech communities populated by Native American speakers of English. Findings in those studies parallel earlier work on the feature (Guy 1980), whereby language-internal constraints, such as monomorphemic status of the cluster and preconsonantal phonetic environment, favor deletion. These studies also found significant substrate influence from heritage languages in the English of various Native American groups, evidenced by higher rates of CCR than was present in the English of local European Americans.

The present study concerns the English language variety spoken by members of the Mississippi Band of Choctaw Indians (MCBI). The MCBI reservation is spread out in Mississippi, but most Choctaw communities are in or near Neshoba County, in the east central part of the state. Tribal membership is approximately ten thousand. Mississippi Choctaw is somewhat endangered; most of my informants born after 1970 self-report modest or limited proficiency in Choctaw. Speakers born before 1970 are far more likely to be fluent in both Choctaw and English. The tribe has instituted a language program to teach schoolchildren the heritage language.

Nonetheless, Mississippi Choctaw English seems to be emerging as a variety of English distinct from local European American and local African American speech. The present study measure levels of CCR as a preliminary way of mapping socioethnic linguistic boundaries between the three ethnicities, and of exploring the relationship between the heritage language and English spoken by MCBI speakers

Gone the Way of the Horse and Buggy or Not: Equestrian Expressions in Changing Times - Sarah Tsiang (Eastern Kentucky University)

Given its invaluable contribution to agriculture, transportation, industry, warfare, and sport, the horse has been fundamental to the development of human civilization. Naturally, this close relationship is reflected in language. As John Sullivan observes in *Blood Horses*: 'But thousands of years of symbiosis leave a trace. It shows up most clearly in the language, this deep familiarity, in all the excellent words … signaling long intimacy, necessity' (2004: 128). However, in our modern culture, the role of the horse has diminished significantly, where actual horses are now found mainly in entertainment and sport.

It is well known that language, most obviously idioms and vocabulary, changes as societies change. The present study examines equestrian words and expressions in English, considering those that have fallen into disuse, those that have changed their usage or meaning, and those that remain a vital part of the contemporary idiom. For example, as the racing industry has declined, 'horses for courses' has been replaced by 'different strokes for different folks'. 'Curry fauvel' became 'curry favor' as the medieval association of the fauvel horse with sin was forgotten. Meanwhile, people continue to 'chomp at the bit' and 'get back in the saddle', and continue not to 'look a gift horse in the mouth' or 'put the cart before the horse'.

It is expected that the usual processes of language change will be in evidence. However, it is also expected that given man's close connection to the horse over millennia, equestrian expressions in particular persevere, and even continue to enrich the English language. After the popular movie 'The Horse Whisperer', we now hear about the 'dog whisperer' and the 'baby whisperer'. Recently, former Penn State assistant coach Jerry Sandusky's characterization of his inappropriate behavior as 'horseplay' was especially jarring. Our special relationship with the horse endures.

The Interaction between Codas and their Preceding Vocalic Environments in Vietnamese English - Jason Wagner (George Mason University)
It is well known that Vietnamese learners of English typically delete word-final coda consonants. This is interesting because the Vietnamese language instantiates a relatively large number of consonants in coda position (p, t, c, k, m, n, ɲ, ŋ). Benson (1988) demonstrates that Vietnamese speakers' deletion of English codas can be attributed to L1 transfer, not necessarily a universal preference for the CV syllable. In her analysis of two Vietnamese speakers of English, she discovers that participants preserve codas after lax vowels and delete codas after tense vowels in both native Vietnamese and L2 English. The purpose of the current study is to lend independent support to Benson's finding that preceding vocalic environments affect Vietnamese speakers' ability to produce codas in English. Preliminary results of 5 Vietnamese speakers of L2 English at varying proficiency levels producing CVC and CVVC English syllable structures confirm Benson's findings. Indeed, participants produce /p/, /t/, and /k/ after lax vowels (/kæp/ à /kæp/), and delete codas after tense vowels (/keɪp/ à /keɪ__/). But a second, unanticipated finding indicates that Vietnamese speakers will also employ a vowel-shortening strategy with tense vowel words (/keɪp/ à /kæp/) in order to produce codas. Although participants delete some codas from the lax vowel tokens (/kæp/ à /kæ__/), they never delete codas after shortened, tense vowels (/keɪp/ à /kæp/; never /keɪp/ à /kæ__/). This demonstrates that Vietnamese speakers are sensitive to heavy rhymes in words like "cape." Consequently, when they simplify a heavy rhyme, they will either delete the coda or shorten the vowel, but not both. Finally, preliminary results also suggest the following developmental pattern in Vietnamese speakers' heavy rhyme production in English: Stage 1- shorten tense vowels/preserve codas (/keɪp/ à /kæp/); Stage 2- produce tense vowels/delete codas (/keɪp/ à /keɪ__/); Stage 3- increase production of codas after tense vowels (/keɪp/ à /keɪp/). These results provide a better understanding of Vietnamese repair strategies and English syllable acquisition.

Sociolinguistic Myths in the Study of Appalachian English - Walt Wolfram (North Carolina State University)
Since the inception of the field, sociolinguistic scholars have disputed folk theories about language diversity, often assuming consensual stances on issues such as the linguistic integrity of vernacular dialects and the dynamic nature of language varieties. Though performing an invaluable service in challenging popular ideology, it must be recognized that linguists—like all other interested social actors—are 'ideological brokers' bidding for 'authoritative entextualization', that is, trying to influence those readings of language debates which will eventually emerge as dominant."(Johnson 2001:606). Wolfram (2007), for example, maintains that sociolinguists have exaggerated claims about African American English (AAE) to the point of inadvertently constructing a kind of professional folklore about AAE.

In this presentation, we consider how the notion of "Appalachian English(es)" might be subject to a similar kind of sociolinguistic mythmaking; in particular, we consider sociolinguistic stances on uniformity, change, and ethnicity in the Southern Appalachia as they relate to the construction of Appalachian English(es). Regional data from studies such as Wolfram & Christian (1975), Montgomery & Hall (2006)HH, and Hazen et al. (2008) indicate regionality in Southern Appalachia at the same time that there is a supraregional shared set of features. With respect to ethnicity, Mallinson & Wolfram (2002) and Childs & Mallinson (2004) show that there are both shared and distinctive ethnic features among African Americans and European Americans in Southern Appalachia, while Anderson (1999) indicates subtle ethnic distinctions for Cherokee English in North Carolina and Kohn (2008) reveals ethnic distinctions for Latino speakers. Notwithstanding these regional and ethnic distinctions, evidence from residents and outsiders endorses an "imagined community" of "mountain speech" that integrates the notions of physical and phenomenological space and place. This study demonstrates how regional dialect study, perceptual studies, and ethnographic studies are essential in examining constructs such as Appalachian English(es).

Language Shift and Maintenance in the Filipino Community of the Virginia Beach Area - Heather Wright (North Carolina State University)

While the issues of language shift and maintenance have been examined among people from various linguistic and cultural backgrounds in attempts to ascertain potential causes and motivations behind a community's language practices, the Filipino community of/around Virginia Beach, Virginia has not received much attention linguistically. The Hampton Roads area provides a unique area for study because it boasts a sizeable, established Filipino community, with some members having lived there for over 50 years. Throughout the years, older members of the group have maintained their native Filipino languages, although fewer younger members appear to be learning them. This raises the question of whether language shift among the community is also indicative of a shift in identity or language attitudes as well.

Drawing on Bourdieu's framework of symbolic capital, I will argue that the Filipino community's apparent shift to English can be attributed to the perceived value and recognition of English as an icon for upward societal mobility and education for this community. The interviews I conduct with volunteers, as well as the language use surveys I will distribute, will focus on the role participants believe English has had among the community—that is, how much symbolic capital it has acquired. Information about each participant's language use, including any languages participants speak in addition to English, what language they find more useful, or whether they believe speaking a Filipino language is necessary to feel involved in the community, will shed light on the linguistic landscape of different age groups in the community. Survey responses, as well as the interviews, will serve as a basis to this inquiry into the language use and attitudes of the Filipino community of the Virginia Beach area; additionally, bringing further attention to the community's linguistic situation can foster a dialogue surrounding possible avenues of language maintenance

Linking split subjects and negative inversion in Appalachian English - Judy Bernstein (William Paterson University), Raffaella Zanuttini (Yale University)

Appalachian English allows subjects to be split between two positions to a greater extent than standard American English:

(1) a. *There* can't *nobody* ride him. (M&H 2004)
b. *They* can't *many people* say that. (DOHP)
c. *There* wouldn' *nothin'* go down through there. (Feagin 1979)
d. *We* don't *nobody* know how long we have. (M&H 2004)

(1a,b) involve expletive pronouns (*there* and *they*) and transitive verbs; (1c) an expletive and an unaccusative verb; (1d) a referential pronoun and a transitive verb. Montgomery & Hall (2004) labels these 'interposed pronouns' and suggests a possible connection to negative inversion in Appalachian English:

(2) a. …when me and my old woman fuss, *can't nobody* hear us. (M&H 2004)
b. *Can't no one* keep me and Little Sid apart …

Building on that suggestion, we observe that both sentence types involve a negated modal or finite auxiliary and a quantificational or indefinite noun phrase ('the associate'). The main difference between them is that in (1), but not in (2), a pronoun occurs in the pre-auxiliary/modal position. We hypothesize that, in both sentence types, the modal/auxiliary carrying the negative morpheme *n't* raises to a position higher than the quantificational subject, so that the wide scope of negation over the subject is marked by its structural position. This explains why split subjects and negative inversion are found with indefinite or quantificational, but not with definite subjects (since sentential negation does not take wide scope over them). Moreover, we propose that the pronouns we see in (1) start out as features of the associate, which split off and raise to a higher position, where they are realized as pronominal forms. This phenomenon shares some properties with floating quantifiers and with clitic doubling, and fills a gap in the set of possible configurations that arise when subjects split.

Sexism in Cursing Words of Mandarin - Jinwen (Wendy) Zeng (University of South Carolina Upstate), Calvin Odhiambo (University of South Carolina Upstate), David Marlow (University of South Carolina Upstate)
The goal of this study is to examine dirty, insulting, and derogatory words in Chinese with a particular focus on sexism in the language. We do this by analyzing gender differences in reported use of abusive language among college students in China.

China has a long history of sexism reflected in different cultural aspects, such as foot-binding, education, and language structure; this sexism continues through today as Chinese women still don't have equal status with men. Sexism in the linguistic aspect is obvious in several ways: the structure of Chinese written characters, diminutive forms of address, and abusive words. Early studies affirm the existence of sexism in Chinese language, however, their conclusions are based on analyzing words in isolation without involving the people who use them. This paper addresses this gap by examining the frequency and nature of dirty, insulting, and derogatory words and people's perspective on the relative severity of these terms.

College students in China comprise the investigated group for this study. Questionnaires were developed asking students to list insulting words used to describe their own sex, insulting words used to describe the opposite sex, and the most insulting one for each category. Words listed by respondents are analyzed by number and classified into seven categories: sex, family, animals, intelligence, appearance, objects, and personality. The results confirm the hypothesis that abusive words are more frequently used for females than for males and that the most insulting words are related to sex (for females, this was婊子 [whore]; for males, this was小白脸 [kept man]). Contrary to our hypothesis, animalistic abusive words are used to describe both women and men in similar ways.

She Thinks Vivian Had Fun with the Green Light: Study on Negative Transfer of Sichuan Dialect to English Pronunciation - Liang Zhang (North Carolina State University)
Language transfer has been a central issue in applied linguistics, second language acquisition (SLA), and language learning (Odlin, 2011). Native language (NL) based linguistic transfer are divided into two broad types, positive and negative. Those NL-based uses that lead to errors are called negative transfer. On the basis of the theory of negative transfer in second language acquisition (SLA), through questionnaire and recording, this paper aims to

analyze the differences between the pronunciation of Sichuan dialect and that of English, looks into the negative transfer of Sichuan dialect on English phonetics learning and finally puts forward some suggestions.

Biased News in Political Discourse - Liang Zhang (North Carolina State University)
To say that a news report is a story, no more, and no less, is not to demean the news, not to accuse it of being fictitious. Rather, it alerts us that news, like all public documents, is constructed reality, possessing its own internal validity (Tuchman, 1976). Thus, news language is not objectively neutral, since it is 'manufactured by journalists' (Cohen and Young, 1973). Even the most objective news reports could reflect the implicated ideology and the power relationship through the particular selective syntax and lexis.

Critical discourse analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice and focuses on the ways social and political domination are visible in text and talk (Fairclough, N 1995). Furthermore, theoretical framework of Halliday's Systemic Functional Grammar (SFG) is used in a study of the syntactic transitivity of sentences in political discourse, in order to show how language can be used to construct social reality and to represent power relationships, by exposing ideology and power relationships.

In this context, an analysis is conducted on a series of political news reports on the Tibet riots reported on CNN International (CNNI) from March 14 to April 2008. These news reports are analyzed in terms of Fairclough et al.'s (2001) theory of language and power, and Halliday's concept of transitivity, to illustrate that news structures are working apparatuses of ideology and store meanings which are not always obvious for readers. Moreover, critical text analysis reveals how the choices such as passivization and nominalization enable writers to manipulate the realizations of agency and power in the representation of action to produce particular meanings.