

OSSPEAC CONFERENCE 2018

Improving Assessment, Therapy and Educational Access for Speakers of African American English

October 23, 2018 ▪ 1:30-3:30

Dionna Latimer-Hearn, M.A., CCC-SLP
Doctoral Candidate at Notre Dame of Maryland University

Disclosures: Recipient of the American Educational Research Association (AERA)
Minority Dissertation Fellowship Award and Inaugural recipient of the
World Education Research Association (WERA) Most Innovative Poster Award

Course Objectives:

In addition to improving conceptual understanding of African American English (AAE), upon course completion participants will be able to:

- identify at least three ways in which varied sociocultural practices impact academic performance;
- identify prominent features of AAE across linguistic domains;
- more effectively differentiate between language difference and language disorder; and
- support understanding and awareness of dialectal difference among educational stakeholders.

Contact Information:

Email: dionnalatimer@yahoo.com

Website: www.dlhearn.net & www.iREACT.org

Facebook: www.facebook.com/DionnaHearn

Instagram: [Instagram.com/dionna.hearn](https://www.instagram.com/dionna.hearn)

Twitter: [@DionnaHearn](https://twitter.com/DionnaHearn)

SOCIOCULTURAL DEVELOPMENT

Paul Laurence Dunbar

In The Morning

'Lias! 'Lias! Bless de Lawd!
Don't you know de day's erbroad?
Ef you don' git up, you scamp,
Dey'll be trouble in dis camp.
Tink I gwine to let you sleep
W'ile I meks yo' boa'd an' keep?
Dat's a putty howdy do
Don' you hyeah me, 'Lias --you?

Bet ef I come crost dis flo'
You won' fin' no time to sno'
Daylight all a-shinin' in
W'ile you sleep --w'y hit's a sin!
Aint de can'le-light enough
To bu'n out wid out a snuff,
But you go de mo'nin' thoo
Bu'nin' up de daylight too?

'Lias, don' you hyeah me call?
No use tu'nin' to'ds de wall;
I kin hyeah dat mattuss squeak,
Don' you hyeah me w'en I speak?
Dis hyeah clock done struck off six-
Ca'hne, bring me dem ah stick!
Oh, you down, suh; huh, you down-
Look hyeah, don' you daih to frown.

Ma'ch yo'se'f an wash you' face,
Don' you splattah all de place;
I got somep'n else to do,
'Sides jes' cleanin' aftah you.
Tek dat comb an' fix you' haid!
Looks jes' lak a feddah baid.
Look hyeah, boy, I let you see
You sha'n't roll you' eyes at me.

Come hyeah, bring me dat ah strap!
Boy, I'll whup you 'twell you drap;
You done felt yo'se'f too strong,
An' you sholy got me wrong.
Set down at dat table thaih;
Jes' you whimpah ef you daih!
Evah mo'nin on dis place,
Seem lak I mus' lose my grace.

Fol' you' han's an' bow yo' haid-
Wait ontwell de blessin"s said'
'Lawd, have mussy on ouah souls-
(Don't you daih to tech dem rolls--)
'Bless de food we gwine to eat-"
(You set still - I see yo' feet,
You jes' try dat trick agin!)
'Gin us peace an' joy. Amen!'

Dunbar, P. (1913). In the Morning. *Lyrics of Love and Laughter* (Lit2Go Edition). Retrieved September 01, 2018, from <http://etc.usf.edu/lit2go/192/lyrics-of-love-and-laughter/4044/in-the-morning/>

Directives/Questions

Direct Language/Discipline

Verbal Tradition/Early Literacy Skills

Interaction Styles/Turn-Taking

Parental Roles and Involvement in Schooling

Community Roles

Code-Switching

Perception of AAE

Selection of Literature Containing AAVE:

The Color Purple, A. Walker ▪ *Beloved*, T. Morrison ▪ *Their Eyes Were Watching God*, Z. N. Hurston
A Raisin in the Sun, L. Hansberry and R. Nemiroff ▪ *The Help*, K. Stockett ▪ *Mother to Son*, L. Hughes

For more information on sociocultural development see: Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York, NY: Cambridge.

FEATURES OF AFRICAN AMERICAN ENGLISH (AAE)

PHONOLOGY

(Craig and Washington, 2006, p. 36-38)

Consonant cluster movement
Devoicing final consonants
Postvocalic consonant reduction
“g” dropping
Substitutions for θ and δ (d, v, f)
Consonant cluster reduction
Syllable deletion
Syllable addition
Monophthongization of diphthongs

Diagnostic/Therapeutic Implications:

Implications for Literacy:

MORPHOLOGY

(Craig and Washington, 2006, p. 36-38)

Double marking (verb/noun)
Regularized reflexive pronoun
Subject-verb agreement variation
Zero -ing
Zero past tense
Zero plural
Zero possessive

Diagnostic/Therapeutic Implications:

Implications for Literacy:

Additional Notes: _____

SYNTAX

(Craig and Washington, 2006, p. 36-38)

Ain't
Appositive pronoun
Completive done
Double copula/auxiliary/modal
Existential it
Fitna/sposeta/bouta
Preterite had
Indefinite article
Invariant be

Multiple negation
Remote past been
Undifferentiated pronoun case
Zero article
Zero copula
Zero modal auxiliary
Zero preposition
Zero preposition

Diagnostic/Therapeutic Implications:

Implications for Literacy:

SEMANTICS

Word meaning is typically less fixed, novel use of words is common

New words are constantly being coined and shared and accepted or denied

Word use can be unique to a group, setting, and situation or be universal across dialect speakers

Word use and meaning shift quickly and some words can hold both positive and negative connotations

Diagnostic/Therapeutic Implications:

Implications for Literacy:

Additional Notes: _____

PRAGMATICS

Social-cultural experience and expectations
Use and function of language
Socially “acceptable” language (directness is valued)
Novel/poetic use of language is valued
Eye contact
Purposes of stories/exaggeration is common
Turn-taking varies significantly depending on situation
Signifying

Diagnostic/Therapeutic Implications:

Implications for Literacy:

For more information about dialect features see:

Craig, H., & Washington, J. (2006). *Malik goes to school*. Mahwah, NJ: Lawrence Erlbaum Associates.
Green, L. J. (2011). *Language and the African American child*. New York, NY: Cambridge University Press.

Excerpt from ASHA’s Position Statement on Social Dialects

It is the position of the American Speech-Language-Hearing Association (ASHA) that no dialectal variety of English is a disorder or a pathological form of speech or language. Each social dialect is adequate as a functional and effective variety of English. Each serves a communication function as well as a social solidarity function. It maintains the communication network and the social construct of the community of speakers who use it. Furthermore, each is a symbolic representation of the historical, social, and cultural background of the speakers. For example, there is strong evidence that many of the features of Black English represent linguistic Africanisms.

However, society has adopted the linguistic idealization model that standard English is the linguistic archetype. Standard English is the linguistic variety used by government, the mass media, business, education, science, and the arts. Therefore, there may be nonstandard English speakers who find it advantageous to have access to the use of standard English.

The traditional role of the speech-language pathologist has been to provide clinical services to the communicatively handicapped. It is indeed possible for dialect speakers to have linguistic disorders within the dialect. An essential step toward making accurate assessments of communicative disorders is to distinguish between those aspects of linguistic variation that represent the diversity of the English language from those that represent speech, language, and hearing disorders. **The speech-language pathologist must have certain competencies to distinguish between dialectal differences and communicative disorders.** These competencies include knowledge of the particular dialect as a rule-governed linguistic system, knowledge of the phonological and grammatical features of the dialect, and knowledge of nondiscriminatory testing procedures. Once the difference/disorder distinctions have been made, it is the role of the speech-language pathologist to treat only those features or characteristics that are true errors and not attributable to the dialect.

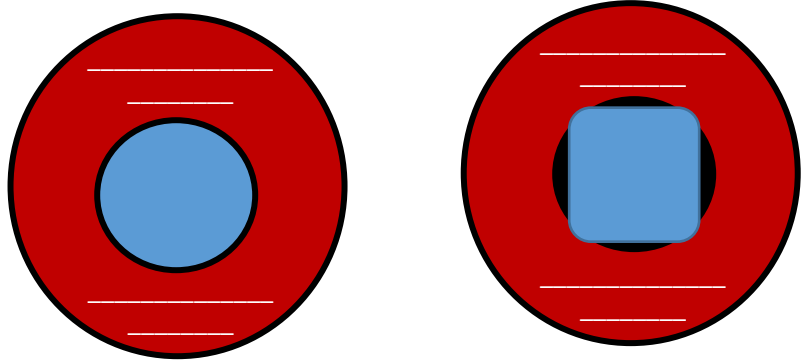
American Speech-Language-Hearing Association. (1983). *Social dialects* [Position Statement]. Available from www.asha.org/policy.

DIFFERENTIATING BETWEEN DIALECT AND DISORDER

Strategies	Phonology	Morphology
1. Task Analysis 2. Item Analysis 3. Language Samples 4. Identifying Patterns Beyond Examples on Tests 5. Socio-Cultural/Behavioral Considerations 6. Reconsider “norms” 7. Observations 8. Alternative Ways to Demonstrate Knowledge	Diagnostic Tool(s): +Strategies:	Diagnostic Tool(s): +Strategies:
Syntax	Semantics	Pragmatics
Diagnostic Tool(s): +Strategies:	Diagnostic Tool(s): +Strategies:	Diagnostic Tool(s): +Strategies:

For more information on differentiating between dialect and disorder see: Bland-Stewart, L. M. (2005). Difference or deficit in speakers of African American English? : What every clinician should know...and do. *ASHA Leader*, 10(6), 6-31. Retrieved from <http://leader.pubs.asha.org/article.aspx?articleid=2278382>

Linguistic Mismatch Model



(de Kleine, n.d.)
used with permission

STRATEGIES TO PROMOTE UNDERSTANDING/AWARENESS OF AAE AMONG EDUCATIONAL STAKEHOLDERS

STUDENTS

PARENTS

TEACHERS

SCHOOL ADMINISTRATORS

DISTRICT-WIDE ADMINISTRATORS
