Discovering DARE:
Linguistic Lessons from the Dictionary of American Regional English

Language Variation
Student Workbook

By
Kelly D. Abrams
University of Wisconsin-Madison
and
Trini Stickle
Western Kentucky University

The Dictionary of American Regional English
The University of Wisconsin-Madison
Madison, Wisconsin
2017
# TABLE OF CONTENTS

INDEX OF READINGS ......................................................................................... iii

LIST OF MULTIMEDIA CONTENTS ................................................................. iv

LIST OF GENERAL RESOURCES ................................................................... v

ACKNOWLEDGEMENTS ................................................................................. vi

INTRODUCTION .............................................................................................. 1

DAY 1: LANGUAGE AND DIALECT .............................................................. 2
  1.A Pre-Instruction Survey ............................................................................ 5
  1.B Grammaticality Judgments ..................................................................... 8
  1.C Levels of Dialect ................................................................................... 9
  1.D Prescriptive and Descriptive Approaches ............................................ 10
  1.E How Prescriptive Are You .................................................................... 11

DAY 2: DICTIONARIES .................................................................................... 12
  2.A Anatomy of a Dictionary Entry ............................................................. 13
  2.B Comparing Dictionaries ....................................................................... 16
  2.C Comparing More Dictionaries ............................................................... 21
  2.D Digging Into DARE .............................................................................. 23

DAY 3: REGIONAL DIALECTS ....................................................................... 24
  3.A Arthur Demographics .......................................................................... 25
  3.B Arthur Personality Characteristics ....................................................... 26
  3.C People and their Speech: Discussion questions .................................... 27
  3.D Character Sketch ................................................................................. 28
DAY 4: ETHNIC DIALECTS

4.A Ethnicity and Language Use

4.B Tracing Your Language Heritage

4.C Creating a Mini Heritage Dictionary

DAY 5: IDENTITY

5.A Your Language Identity

5.B Writing in Your Own Language

5.C Post-Instruction Survey

FIELDWORK PROJECT

Fieldwork Data Collection Template

Fieldwork Questionnaire Template

REFERENCES
INDEX OF READINGS
Located in Readings Folder

DAY 1 READING ..............................................................

DAY 1 SUPPLEMENTAL READING 1 ...................................
“Introduction: Thinking about Language and Wisconsin English” by Thomas Purnell, Eric Raimy and Joseph Salmons

DAY 1 SUPPLEMENTAL READING 2 ...................................
“Standards and Vernaculars” by Walt Wolfram and Natalie Schilling-Estes

DAY 2 READING ..............................................................
“The DARE Survey” from http://www.daredictionary.com/page/aboutdare

DAY 2 SUPPLEMENTAL READING ......................................
“The Skinny on the Dictionary of One-Letter Words” by Craig Conley

DAY 3 READING ..............................................................
“Regional Dialects and Social Class” by Ronald Macaulay

DAY 3 SUPPLEMENTAL READING ......................................

DAY 4 READING ..............................................................
“African American Vernacular English” by Sonja L. Lanehart

DAY 4 READING ..............................................................
“Older Immigrant Languages” by Felecia Lucht

DAY 4 SUPPLEMENTAL READING ......................................
“Ethnicity and Language” by Thomas Purnell

DAY 5 READING ..............................................................
“Who’s a Nerd Anyway?” by Benjamin Nugent

DAY 5 SUPPLEMENTAL READING ......................................
“How to Tame a Wild Tongue” by Gloria Anzuldua
MULTIMEDIA CONTENTS
Located in Multimedia Folder

DAY 1: AUDIO CLIPS

1_B_Clip_1_soda (00:00:06)
1_B_Clip_2_poke (00:00:06)
1_B_Clip_3_burg (00:00:06)
1_B_Clip_4_caught (00:00:18)
1_B_Clip_5_cot (00:00:03)
1_B_Clip_6_pen (00:00:44)
1_B_Clip_7_as (00:00:01)
1_B_Clip_8_might could (00:00:03)
1_B_Clip_9_anymore (00:00:04)
1_B_Clip_10_grow (00:00:05)
1_B_Clip_11_aprefix (00:00:02)
1_B_Clip_12_doubleneg (00:00:52)

DAY 3: AUDIO CLIPS

3_A_B_Composite Arthur (00:03:40)
3_A_B_INF_1 (00:00:26)
3_A_B_INF_2 (00:00:15)
3_A_B_INF_3 (00:00:24)
3_A_B_INF_4 (00:00:34)
3_A_B_INF_5 (00:00:26)
3_A_B_INF_6 (00:00:29)
3_A_B_INF_7 (00:00:20)
3_A_B-INF_8 (00:00:20)
3_A_B_INF_9 (00:00:29)

DAY 4: AUDIO CLIPS

4_A_Clip_1_Sewing (00:00:29)
4_A_Clip_2_Farm (00:00:04)
4_A_Clip_3_Moon (00:00:02)
4_A_Clip_4_Done (00:00:03)
4_A_Clip_5_Summer (00:00:03)
4_B_1A_Clip_1_Geld (00:01:53)
4_B_1B_Clip_2_Teaching English (00:00:26)
4_B_2A_Clip_3_Arthur in Basque (00:02:43)
4_B_2B_Clip_4_Basque wrds sents (00:01:25)
4_B_3A_Clip_5_Pidgin (00:01:47)
4_B_3B_Clip_6_Daily life (00:02:05)
GENERAL RESOURCES

Dictionary of American Regional English—University of Wisconsin-Madison
http://dare.wisc.edu
Website for DARE that includes maps, audio samples, photos, and media.

Dictionary of American Regional English—Oxford University Press
http://www.daredictionary.com
One hundred free entries from DARE, the full questionnaire, and background information.

Do You Speak American?
www.pbs.org/speak
Accompanying website for the PBS documentary that includes curricular units, interactive activities, video and audio clips as well as supplementary reading materials aimed at high school and college-aged students.

John Rickford’s homepage:
http://www.johnrickford.com
Includes numerous resources about African American English.

YourDictionary
http://www.yourdictionary.com
Online dictionary that provides understandable definitions. Also provides dictionary entries from other major dictionaries for definition comparisons.

Worknik
https://www.wordnik.com
Provides definitions from multiple sources. It has real examples for words, ranking them by how useful they are in helping to understand the meaning of a particular word.

One Look
http://www.onelook.com
Website that searches more than one thousand online English dictionaries and provides the links to the definitions in one place.

Lexicool
http://www.lexicool.com/
Website that provides a directory of all of the online dictionaries available for a particular language.

Erin McKeans: The Joy of Lexicography
http://www.ted.com/talks/erin_mckean_redefines_the_dictionary?language=en#
Ted Talk in which Erin McKeans discusses the changing nature of lexicography and dictionaries.

Computer Desktop Encyclopedia
http://www.computerlanguage.com/
A concise, user-friendly, up-to-date technical dictionary that contains over 30,000 terms.
ACKNOWLEDGEMENTS

We are grateful for the opportunity to create materials from the *Dictionary of American Regional English* that will provide a way for students and instructors to interact with this rich collection of voices. We are indebted to Joan Houston Hall and all of those who have worked on *DARE* for the last 50 years. Thank you to all 2,777 informants for providing their linguistic knowledge, time, and hospitality, without whom there would be no *Dictionary* and no accompanying curriculum.
INTRODUCTION
LANGUAGE VARIATION

Overview
Discovering DARE: Linguistic Lessons is an introduction to how the English language varies across the United States. The course material is organized around the materials that went into the making of the *Dictionary of American Regional English*, a multivolume dictionary that captures differences in the words and pronunciation used for everyday items. In learning both about and from DARE, you will experience differences between language and dialect, as well as the differences between a standard and dialect variety of a language. As part of this exploration, you will compare different types of dictionaries, the parts that make up dictionary entries, and how lexical items are selected for entry into dictionaries. Regional and ethnic dialects are introduced through actual excerpts of talk that were recorded by DARE fieldworkers as they interviewed people around the United States. During these interviews, researchers collected samples of words, pronunciation, and the grammar of people from each state of the United States. Over the next fifty years, the language samples collected by the fieldworkers’ surveys, recordings, and field notes became the six volumes that comprise the *Dictionary of American Regional English*. Through print, audio, and the Digital DARE resources, you will experience linguistic fieldwork, examine how language and identity interact, and explore your own linguistic heritage and identity.

Outline
Day 1: Language and Dialect
Day 2: Dictionaries
Day 3: Regional Dialect Variation
Day 4: Ethnic Dialects
Day 5: Identity

Goals of the Course
1. To develop an awareness of and respect for language variation in one’s own dialect and that of others.
2. To listen to and analyze authentic voices with varied language patterns.
3. To realize how language authorities are constructed.
DAY 1: LANGUAGE AND DIALECT

Overview
All languages have variation, including different kinds of dialects. Languages have a prescriptive, formal standard form that is controlled by particular ‘authorities’ (textbooks, dictionaries, grammar books, teachers). But there are also many varieties of a language that are often associated with a social, regional, or ethnic group. The following activities allow you to experience differences in the dialects of the United States, build a linguistic vocabulary for talking about aspects of language while also exploring your own views toward language variation.

Student Objectives
- Identify definition of a dialect and language.
- Identify the difference between a standard and a nonstandard dialect.
- Explore language attitudes.
- Explore levels of dialect (syntax, morphology, phonetics, lexical)
- Identify differences between descriptivism and prescriptivism.

Student Activities Outline
1.A Pre-Instruction Survey
1.B Grammaticality Judgments
1.C Levels of Dialect
1.D Prescriptive and Descriptive Approaches
1.E How Prescriptive Are You

Background Information

Dialects
Many judgments are made about people based on their voices. Demographic characteristics such as age, gender, region, and ethnicity can all be judged based on someone’s voice. Similarly, people make social judgments about a voice including class, education, and even degree of friendliness. Most people have had the experience of meeting someone in person after talking to him or her on the phone and being surprised that the voice did not seem to match the person. The existence of language differences is hardly surprising considering the size and variability of the US.

Each of us has expert knowledge about the language or languages we use. In this first activity, we ask you to draw upon that expertise and answer honestly about your feelings and thoughts on the following statements about language use.

Judgment activities
Speakers’ reactions to sentences, often called grammaticality judgments, have been used to provide insights (often unconscious) to what persons believe to be well-formed or acceptable linguistic constructions. From a sociolinguistic perspective, spontaneous reactions or judgments concerning the use of language occur every day, in every interaction. These are issues of gender,
age, education level, socioeconomic status, race and ethnicity. Additionally, these judgments often feed into or form the basis of overall assessment of the person: good/bad; friendly/unfriendly; like me or unlike me. Language assessments contribute to how we view the individual person and often the whole group of people that we believe that speaker belongs to.

In the following exercise, as you read and listen to the speakers, please fill in the chart with your first impressions of their talk.

**Description versus Prescription**

Two main differences in the approach to language use are descriptive versus prescriptive approaches. To have a descriptive approach is akin to biologists who find specimens and try to discover as much about them to provide the best characterization of them and, based on those characterizations, classify the items in like and unlike terms. For linguists, descriptionists do the same. They characterize the language in terms of the forms, usage or function, geographic location (habitat) and location in relation to other forms (niche). Descriptionists do not express judgment on whether the form is right or wrong, or better or worse than other forms.

Prescriptivists, on the other hand, look at language use in terms of its adherence to norms or are “norm-enforcing” (Cameron, 2003, p. 7). They evaluate the use of language by the set of rules that have been derived, in part, from usage and, in part, from standardizing forces of the culture. Rules for spelling, punctuation, grammar, and lexical choice are ways to better ensure comprehension, particularly in written forms of language use: newspapers, signs, instructions.

**Standardization and Codification**

Standardization and codification essentially involves reducing variation and determining what will be the acceptable norms for linguistic systems of a language. Linguistic systems are divided by modes (spoken or written), styles (formal or informal), and communication domains or contexts (conversation, education, government/politics, religion, literature, science and technology, law, and, of recent, social media). The rules and norms are designed and reinforced. The forces of standardization and codification include the educational systems, publishing houses, grammar books and dictionaries, and, in some places, government agencies.

**Day 1 Readings**

- Day 1 Reading: “Creating a Regional Dialect Dictionary: The DARE Project”
- Day 1 Supplemental Reading 1: “Introduction: Thinking about Language and Wisconsin English” by Thomas Purnell, Eric Raimy and Joseph Salmons
- Day 1 Supplemental Reading 2: “Standards and Vernaculars” by Walt Wolfram and Natalie Schilling-Estes
Day 1 Vocabulary

As you work through this course, you will begin to develop a working vocabulary of linguistic terms. You may add definitions and examples of those terms in the space below.

*Dialect:*

*Standard dialect:*

*Nonstandard dialect:*

*Prescriptive language:*

*Descriptive language:*

*Levels of dialect:*

*Phonetics:*

*Lexicon:*

*Syntax:*

*Morphology:*
Day 1 Activity 1.A  Language Attitude Survey (Pre-Instructional Unit)

(Approximate time: 12 minutes)
(Adapted with permission from Reaser and Wolfram 2007)

Part I: Information about you. Please answer all questions.

Name: ______________________________________

Gender (circle):    Male     Female     Other (specify): __________

Age (in years):     _____

Ethnic or Racial Identification (circle):
   a) African American
   b) Asian American
   c) European American/Caucasian, non-Latino
   d) Hispanic
   e) Native American/Alaskan Native
   f) Other (Specify) ______________

I grew up speaking: (circle)
   a) English only
   b) English and another language equally
   c) Another language mostly

   If you answered either b or c, please specify which other language you speak: ___________________________

What state/country did you live from ages 5-12?

Name all the states/countries you remember living in:
**Part II**: For each of the questions below, please circle the number that corresponds with your agreement or disagreement with the statement. **Please answer all questions.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Everyone should know and be able to use Standard English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Everyone should speak Standard English every time they talk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Some people are too lazy to learn Standard English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. There is never a good reason to speak a dialect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Dialects are sloppy forms of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I speak a dialect of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I can speak more than one dialect of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Dialects are rule-governed and patterned</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. There are people who do not speak a dialect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I think people who speak dialects are not very smart</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Dialects should never be used in writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Professional authors would never use non-Standard English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Students need to master Standard English to be successful in life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Don't Know</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>14. Students should be punished for using anything other than Standard English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. There are good reasons for using non-standard varieties of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. It is important to be able to use both Standard and non-standard dialects of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Standard English is the best language variety to use at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Standard English is the best language variety to use with my friends outside of school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Dialects are sometimes more useful than Standard English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. People who have a &quot;foreign accent&quot; are still learning English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Day 1: Activity 1.B  Grammaticality Judgment Exercise  
(Approximate Time: 20 minutes)

Read and/or listen to the following sentences. Check the box that best expresses your thoughts on the sentence.

The sentences are categorized by the level of dialect variation: lexical (word choice), phonetic (pronunciation), syntactic (grammar), and morphological (structural elements added at the word level such as plural or past tense markers, prefixes, suffixes).

For the sentences you find unacceptable or the ones that you, personally, would not say/write, provide a brief explanation as to why you feel they are unacceptable or why you think you would not say them.

<table>
<thead>
<tr>
<th>#</th>
<th>Form</th>
<th>Sentence and/or audio link</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Okay, but I would NOT say.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lexical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>There used to be mines, and then there was the soda plant down here.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>He said, &quot;I got a poke full o' good old candy to give you...&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>There were somewhere close to two thousand people in this burg, if you can imagine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonetic</td>
<td></td>
<td>The fish will come up against this leader, and then they'll follow that back and they get caught in this crib.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>You just had two bunks, didn't you? Or two cot beds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>He didn't have a round pen; we had to rope them and hind foot them and throw them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syntactic</td>
<td></td>
<td>I can't say as I know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>They might could tell you where you get the whiskey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Most of the work anymore is done by power.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morphological</td>
<td></td>
<td>The cane grow so late here.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>That's the only way you knowed where you was a-goin'.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>You didn't see nobody.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 1: Activity 1.C Levels of Dialect
(Approximate Time: 10 minutes)

Based on your experiences with the different types of variation from the language samples in exercise 1.B, in your own words, write a definition for each of the following terms:

Phonetics:

Think of your own example:

Lexicon:

Think of your own example:

Syntax:

Think of your own example:

Morphology:

Think of your own example:

Analyzing your data
To prepare for a class discussion, look back at your chart and analyze the answers to the grammaticality judgments.

At which level of dialect did you have the most unacceptable sentences?

The least?

Why do you think that is?

What factors, do you believe, influence what you think are acceptable or unacceptable?
Day 1 Activity 1.D Prescriptive and Descriptive Approaches

(Homework)

Based on the ‘Background Information’ for Day 1 (pp. 3-4), prepare an answer to the following questions in preparation for a class discussion.

First, in your own words, define the two approaches to language use and provide an example of who might use such an approach and for what purpose.

Descriptive approach to language means

Prescriptive approach to language means

**Explain the role that each approach serves society:**

Descriptive approach

Prescriptive approach
Day 1 Activity 1.E  How Prescriptive Are You
(Homework)
On the following scale, rate yourself:

1) Notice differences in language use
-----------------------------------------------
Do not notice differences in language use

2) Like to hear people with “accents” talk
-----------------------------------------------
Do not like to hear people with “accents” talk

3) Like to figure out patterns
-----------------------------------------------
Do not like to figure out patterns

4) Can imitate others’ speech
-----------------------------------------------
Cannot imitate others’ speech

5) Need an editor
-----------------------------------------------
Like to be the editor

6) See yourself as
Descriptivist
-----------------------------------------------
Prescriptivist
DAY 2: DICTIONARIES

Overview
As previously mentioned, dictionaries are often treated as authorities of language and use. A common misconception, though, is that all dictionaries are the same.
In Day 2 activities, you will do comparative activities that highlight some of the distinctions in the ways dictionaries are assembled and how those decisions are made by lexicographers and editors in light of their purpose for each dictionary.

Student Objectives
Identify elements of dictionary entries.
Identify different types and functions of dictionaries and compare them.
Explore the power of language authorities and the process of standardization.

Student Activities Outline
2.A Anatomy of a Dictionary Entry
2.B Comparing Dictionaries
2.C Comparing More Dictionaries
2.D Digging into DARE

Background Information
Dictionaries
What one often considers the ‘dictionary’ is a reference source that includes all of the words in a standard language variety with definitions of what those words mean, as well as standard pronunciations and parts of speech. This source is often taken to be the authority on language and if a word is not in the ‘dictionary’ then it must not be a real word. If a particular pronunciation is not in the ‘dictionary’ then it is thought not correct. These are more prescriptive views of language and use. There are, however, many different kinds of dictionaries. There are dictionaries that only include slang, dictionaries for different languages, dictionaries for more specialized uses like law or medicine. The Day 2 Reading introduces the Dictionary of American Regional English (DARE) as a descriptive dictionary that includes words in regional English that are not standard. Similarly, it is based on spoken English rather than written English.

Today’s activities invite you to explore different types of dictionaries more closely.

Day 2 Readings
- Day 2 Reading “The DARE Survey”
- Day 2 Supplemental Reading “The Skinny on the Dictionary of One-Letter Words” by Craig Conley
Day 2 Vocabulary

Headword:

Part-of-speech abbreviation:

Variant form:

Etymology:

Regional label:

Social label:

Quotation block:

DARE Map:

Bibliographic reference:

Short-title regional label:

DARE question:

Summary statement:

Informant code:

Social statistics:
Day 2: Activity 2.A  Anatomy of a Dictionary Entry  
(Approximate Time: 15 minutes)  
Using the excerpt from Anatomy of an Entry from the Dictionary of American Regional English, navigate the differences in the information provided in the sample entries by identifying and reviewing the parts highlighted and compare the features listed with the excerpts of other dictionaries. You may also go directly to the Digital DARE site:  
http://www.daredictionary.com/page/anatomy/
1) Based on the DARE entry above, provide a brief definition of the following terms:

a) headword:

b) part-of-speech abbreviation:

c) variant form:

d) etymology:

e) regional label:

f) social label:

g) definition:

h) quotation block:

i) map:

2) How is the DARE entry and information different than other dictionaries you have used?
Day 2: Activity 2.B  Comparing Dictionaries
(Approximate Time: 20 minutes)

Based on the information provided in the DARE example, label and compare the types of information provided in other types of dictionaries (A, B, C, D):

Entry A

1) 

2) 

3) 

4)
Entry B

1) Wink noun
- an act of closing and opening one eye very quickly
- often as a way of giving a secret signal or private message to someone
- a very short amount of time

2) Full Definition of WINK
- 1: a brief period of sleep: has <catching a wink
- 2 a: a hint or sign given by winking
   b: an act of winking
- 3: the time of a winkle: noun <quick as a wink
- 4: a flicker of the eyelids: noun

3) Examples of WINK
- Her wink told me she was just kidding.
- "I knew you could do it," he said with a wink.

4) First Known Use of WINK
- 14th century

Related to WINK
- Synonyms: catnap, doze, drooze, forty winks, kip [chiefly British], siesta, snooze, nap

 [+]

Entry C

1) A game of changing places; see quotes.

2) 

3)
<table>
<thead>
<tr>
<th>Entry D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>wink - Computer Definition</strong></td>
</tr>
</tbody>
</table>

A short control signal in telephony operations. It can be a single pulse, a brief interruption of a continuous tone, a change of bits or a change in polarity of the signal. For example, a momentary interruption (the wink) of a continuous, single-frequency tone is a signal that the receiving device is ready. The momentary interruption (the wink) of current to the light next to a telephone’s hold button causes it to flicker as a signal to the user that the line is on hold.

Computer Desktop Encyclopedia.This definition is for personal use only. All other reproduction is strictly prohibited without permission from the publisher. © 1983-2014 The Computer Language Company Inc. All rights reserved.
Day 2: Activity 2.B continued
Comparing Dictionaries
(Approximate Time: 15 minutes)

What do you believe is the main purpose of these dictionaries? Cite any evidence provided in each sample entry to support your answer. Who do you believe is the authority for the information provided in the dictionary entries? Cite any evidence provided in the sample to support your answer. Be prepared to discuss your answers with each other.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Authority (source of information)</th>
<th>Purpose</th>
<th>Evidence to support your claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 2: Activity 2.C   Comparing More Dictionaries

(Home work)

Look at the following online dictionaries.

A) Go to the free version of The Dictionary of American Regional English:
   http://www.daredictionary.com/page/100sampleentries
B) Go to Merriam-Webster’s on-line edition:
   http://www.merriam-webster.com/
C) Go to Erin McKean’s dictionary Wordnik:
   https://www.wordnik.com/

Within each dictionary, look up the word *ditch*. Fill in the chart to determine what you believe is the main purpose of these dictionaries.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Meaning: How many definitions of the word do you find?</th>
<th>Authority: What does the dictionary cite as their evidence for the meaning of <em>ditch</em>?</th>
<th>Purpose: What is the main purpose of this dictionary?</th>
<th>Application: Can you list one specific purpose for consulting this dictionary?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Optional Online dictionaries to consult for other purposes:
American Slang Dictionary, from YourDictionary: the dictionary you can understand
http://www.yourdictionary.com/wink
Worknik
https://www.wordnik.com/words/wink
One Look
http://www.onelook.com/?w=wink&ls=a
Lexicool, online bilingual and multilingual dictionary
http://www.lexicool.com/
Computer Desktop Encyclopedia
http://www.computerlanguage.com/
Day 2 Activity 2.D

Digging into Digital DARE

(Homework)

Using the 100 sample words on the publically accessible Digital DARE site (listed below), choose 3 of the sample words from the list below and find out the following information to share with the class:
1) Meaning
2) Social label
3) Region(s) where the item is spoken (see DARE map or location of speakers in quotation section)

If quotations are provided, write an interesting quotation to share.
http://www.daredictionary.com/page/100sampleentries

Words to choose from:

bear claw (n)
bombazine (n)
calf rope (v)
ditch (v)
feest (adj)
goozle (n)
honeyfuggle (v)
jugarum (n)
lagniappe (n)
mulligrubs (n)
play-pretty (n)
tag sale (n)
toad-strangler (n)
yagger (v)
yee-yaw (v)

Choice #1:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Choice #2:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Choice #3:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
DAY 3: REGIONAL DIALECTS

Overview
Many judgments are made about people based on their voices. Demographic characteristics such as age, gender, region, and ethnicity can all be judged based on someone’s voice. Similarly, people make social judgments about a voice including class, education, and even degree of friendliness.

In today’s activities, you will listen to clips of different DARE speakers reading a story called “Arthur the Rat.” In activity 3.A, you are asked to identify demographic characteristics of the speakers based on their voice, including the region, age, gender, and ethnicity. In activity 3.B, you will listen to the speakers again and judge personality characteristics about the speakers, including whether the speakers sound correct or pleasant.

Student Objectives
Recognize how judgments are assigned to language.
Recognize personal and general language biases.
Heighten awareness of how demographic and personality characteristics are assigned to a variety of speakers and the social consequences of such actions.

Student Activities Outline
3.A Arthur Demographics
3.B Arthur Personality Characteristics
3.C Discussion Questions
3.D Character Sketch and Reflection

Background Information
Dialects have developed in the United States due to a number of historical, social, and linguistic factors. As previously mentioned, dialects are constantly changing and shifting and all evidence indicates that dialects will continue to exist, despite the myth that the media is eradicating language differences. The current regional dialects continue to reflect east to west settlement patterns of the US, as European settlers tended to move directly westward, bringing their initial dialect differences with them.

Day 3 Readings
- Day 3 Reading “Regional Dialects and Social Class” by Ronald Macaulay
### Day 3: Activity 3.A  Arthur Demographics

*(Approximate Time: 20 minutes)*

3.A
You will hear a story compiled from nine different speakers who were DARE Informants (INF) from around the United States. As you listen to them read the story of Arthur the Rat, imagine who these speakers were: are they male or female; old or young; how much education do you think they have; what race/ethnicity are they; are they from a big city, a rural area, a village; do they sound friendly or not, smart or not; and where in the US do you think they lived?

After the whole story is played, you will hear the individual speakers, in their respective order, saying their parts. For activity 3.A, you must fill in the left section of the chart with check marks according to your perceptions. These features are considered the INF’s demographic information.

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>Age</th>
<th>Geographic Area</th>
<th>Race/Ethnicity</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF</td>
<td>M</td>
<td>F</td>
<td>young</td>
<td>big city</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>mid</td>
<td>or urban</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>old</td>
<td>rural</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>sm city</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>/ village</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Next in 3.B, you will hear all nine INFs’ individual parts again. At this time, you will make additional judgments about the person. You will fill in the chart with checkmarks based on your judgment of each person. The last item allows you to write in your own descriptor(s) of the person.

<table>
<thead>
<tr>
<th>INF</th>
<th>Friendly</th>
<th>Intelligent</th>
<th>Attractive</th>
<th>Confident</th>
<th>Trustworthy</th>
<th>Likeable</th>
<th>Your Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 3 Activity 3.C  People and their Speech: Discussion questions
(Approximate Time: 10 minutes)

After completing the chart, you will hear each INF’s demographic information. Check your perceptions against the actual data.

Discussion questions:

1) What were you able to accurately assess about speakers?

2) What features were most difficult to assess?

3) From this activity, what inferences can you draw about language use and social perceptions?
Day 3 Activity 3.D Character Sketch

(Homework)

Part A: Choose one of the speakers from 3A and 3B listening activity. You must create a verbal portrait of this person. Using the demographic and personality characteristics you presumed from hearing this person speak a portion of the Arthur story, flesh out this person by creating a 250-300 word character sketch.

Motivate your character sketch with a purpose. That is, come up with a context for writing the sketch. For example,
- A human interest piece (newspaper or magazine)
- Police report
- Prosecutor’s or defense attorney’s summation in a trial
- An introduction for an award ceremony
- The person’s obituary

Consider the following decisions you must make and the consequence each of these decisions has on the development of your paragraph:
- Purpose
- Audience
- What details to use
- How best to organize the details

Make sure to adequately describe the person’s physical, social, and personality/character features.

Part B: When you finish your sketch, write a 150-200 word reflection on the characteristics in this person’s voice that you believe caused you to visualize the person in the way that you did. Consider in your reflection how our stereotypes and prejudices are, in part, formed or reinforced by the ways in which people speak. How do these “judgments” hurt and/or help society?
DAY 4: ETHNIC DIALECTS

Overview
While it is hard to deny the correlation between ethnicity and language features, it is often hard to define ethnicity and how ethnicity plays a role in individuals’ linguistic features. Ethnicity is generally agreed to be an identity that individuals agree upon, which is largely based on common ancestry. Individuals claiming certain ethnicities also share certain cultural aspects such as language, religion, dress, and food. African American English and Chicano English are two important and highly studied ethnic dialects.

Student Objectives
- Identify features of African American English.
- Discuss heritage languages in general.
- Learn about students’ own or community heritage languages.

Student Activities Outline
- 4.A Ethnicity and Language Use
- 4.B What is a Heritage Language?
- 4.C Creating a Mini Heritage Dictionary

Background Information

African American English
African American English (AAE) is the most well-known and well-studied nonstandard ethnic dialect in sociolinguistics. This is a rule-governed variety of English that has structured rules in its phonetics and morphosyntax that differs from Standard English. It is important to emphasize that AAE, like any nonstandard variety of English, is a rule-governed and systematic variety of English; it is not substandard or ‘incorrect’ English. Remember that not all speakers of AAE share all features, not all AAE speakers are African American and not all African Americans are AAE speakers.

Heritage Speakers in the United States
The term “heritage language” is used to identify languages other than English, the dominant language of the United States. What is meant by dominant language is the language used in government, education, and public communication. Any language other than English can be considered a heritage language for speakers of that language.

Sociolinguist Joshua Fishman identifies three types of heritage languages in the United States (2001). These categories reveal the historical and social conditions of other languages relative to English that categorize them as heritage languages:
1. Immigrant heritage languages are any of the languages spoken by immigrants arriving in the United States, after U.S. independence.
2. Indigenous heritage languages are the languages of the peoples native to the Americas. Many of these languages are now extinct; however, some are spoken by a very few elders of those communities. Some efforts are being made to revive or maintain these languages within communities of speakers through strong educational efforts.
3. Colonial heritage languages are the languages of the various European groups that first colonized the United States and are still spoken in parts of the U.S. where those speakers settled. These include such languages as Dutch, German, Finnish, French, Spanish, and Swedish.

**Day 4 Readings**
- Day 4 Reading “African American Vernacular English” by Sonja J. Lanehart
- Day 4 Reading “Older Immigrant Languages” by Felecia Lucht
- Day 4 Supplemental Reading “Ethnicity and Language” by Thomas Purnell
Day 4: Activity 4.A  
Ethnicity and Language Use

(Approximate Time: 15 minutes)

Read/listen to the following sentences below. Based on the context clues and what you know about nonstandard dialect, can you determine the gist or overall meaning of these sentences? Choose your answer from the list provided.

1) INF:  Now we be sewing for the lawn party so we wouldn’t be doing sewing for the hospital.

Does the sentence mean:
   a) We had sewn for the lawn party for a certain amount of time and during that time we didn’t sew for the hospital.
   b) We have been and are continuing to sew for the lawn party and during that time we will not be sewing for the hospital.
   c) We will begin to sew for the lawn party and at that time we will no longer sew for the hospital.

Explain why you selected your answer:

Now turn it into Standard English:

2) INF:  I’ve been owning my farm ever since I bought it in thirty-six.

Does the sentence mean:
   a) I bought my farm in 1936 (a long time ago) and continue to own it now.
   b) I once owned a farm in 1936, but I do not own it any longer.
   c) I bought my farm in 1936 (last year) and continue to own it now

Explain why you selected your answer:

Now turn it into Standard English:

Listen to a few more examples of AAE features from DARE Informants.

3) INF:  . . .the moon may be done full.

4) INF:  It (the kettle) kind of draws and bes hot under there. It sweats and it’ll just scald thim.

5) INF:  Summer be a long time before it get out the hotness.
Day 4 Activity 4.B  Tracing Your Language Heritage

(Homework)

1) In talking with family members, trace your linguistic tree as far back as possible (see model below). Can you locate relatives who speak/spoke something other than your (first) language?

2) When talking with family members, compile a list of words, terms, phrases that you, your family/a family member use(s) that you don’t hear your peers or members in your local community using.

3) From your findings, create at least one dictionary entry based on the Anatomy of an Entry handout (see Day 2) or, if you have many terms, create a mini dictionary to share with the class (Activity 4.C).

Model linguistic tree:

- Maternal grandmother
  Languages
- Maternal grandfather
  Languages
- Paternal grandmother
  Languages
- Paternal grandfather
  Languages
- Mother
  Languages
- Father
  Languages
- You
  Languages
Maternal Grandmother
Name:
Language(s):

Maternal Grandfather
Name:
Language(s):

Paternal Grandmother
Name:
Language(s):

Paternal Grandfather
Name:
Language(s):

Mother
Name:
Language(s):

You
Name:
Language(s):

Father
Name:
Language(s):
Day 4 Activity 4.C  Creating a Mini Heritage Dictionary

(Homework)

From your language heritage findings, create at least one dictionary entry based on the Anatomy of an Entry handout (see Day 2) or, if you have many terms, create a mini dictionary to share with the class. **For each entry, write in the following information.**

**Headword + Part of speech abbreviation**

**Etymology**

**Definition**

**Quotation(s) (sentence where the word is used)**
DAY 5: IDENTITY

Overview
An individual’s identity is often closely tied to the language and dialect he or she speaks. In activity 5.A, you are asked to consider your own language identity and whether it is reflected (or allowed) in school. In activity 5.B, you are asked to write an essay in which you discuss your own language.

Student Objectives
Identify the ways in which language contributes to individuals’ multiple identities.
Deepen both understanding and appreciation of the varieties of language.
Examine the role of language and its “appropriateness” within different contexts.

Student Activities Outline
5.A Your Language Identity
5.B Writing in Your Own Language
5.C Post-Instructional Survey

Background Information
Identity
Language is a central feature of human identity. When we hear someone speak, we immediately make guesses about gender, education level, age, profession, and place of origin. Beyond this individual matter, a language is a powerful symbol of national and ethnic identity. (Spolsky, 1999, p. 181). When a person speaks we make assessments regarding who the speaker is (see Day 3). The way we speak helps position our identities within associated societies. The linguistic choices we make often give away cues to identities such as gender, age, and where we live or grew up and our racial or ethnic allegiances. Additionally, some linguistic choices can suggest our education level and social class status. We often alter our linguistic choices, consciously and unconsciously, in ways to identify with or separate from a particular group identity. Identity is dynamic rather than static, and by thinking about identity as a process rather than a state, one can analyze how speakers choose, legitimate, reject or enact their identity or identities through linguistic (or other) choices. Identity can include gender, sexuality, race, ethnicity, socioeconomic class, religion, etc.

The following exercises will help highlight the ways in which linguistic features can vary and the social purposes these alternations play in social life. You are asked to evaluate the role of language use and linguistic features in more insidious functions such as stereotyping, bias, and prejudice.

Day 5 Readings
• Day 5 Reading “Who’s a Nerd Anyway?” by Benjamin Nugent
• Day 5 Supplemental Reading “How to Tame a Wild Tongue” by Gloria Anzuldua
Day 5: Activity 5.A  
Your Language Identity
(Approximate Time: 15 minutes)

Discuss your language heritage within a small group or with a partner. Compare the following:

1) How similar or different are your heritage languages?

2) What additional linguistic communities do you belong to? These linguistic communities could be peer, neighborhood, or activity related. How does your heritage language identity compare to other language identities you feel you have?

3) What perceptions do you believe others have of your different linguistic identities? Are they accurate assessments? Positive? Biased? Stereotyped?

Next, share with the class at large some of the ideas that came up in your discussions.
(Approximate Time: 10 minutes)
Last, in preparation for the final essay, take a few minutes to map out three of the following concepts:
(Approximate Time: 10 minutes)

1) What levels of dialect contribute to your identity: lexical, syntactic, phonological, and/or morphological.

2) Are there situations or contexts in which you censor your own language due to potential negative outcomes?

3) If there were times you suffered prejudice or negative actions based on your use of language, particularly language that you see as part of an essential identity, jot down the circumstance and your feelings or thoughts as you remember them.

4) How could language prejudice or bias be addressed individually, in a community, in society at large?

5) What ways do language identities function in society at large?
In November 1972, the Conference on College Composition and Communication adopted a resolution on student languages and dialects. The resolution is as follows:

We affirm the students' right to their own patterns and varieties of language -- the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.

Based on your experiences with DARE, language use, and dialects, write an essay in which you discuss how your/an identity is manifest through language. Some examples could be identity as a second, heritage, ethnic, or regional speaker; your identity as aficionado (e.g., a techie, a gamer, a musician, an athlete); your identity as a writer versus a speaker of a language; your peer identity versus your student or familial identity.

In your essay you must address three of the following five points:

1) Levels of dialect: provide examples that illustrate what levels of dialect contribute to this identity: lexical, syntactic, phonological, and/or morphological. (You do not need to address all four levels in your essay.)

2) What role do rules (i.e., standardization or rules of the language itself) play in your identity language? Provide examples.

3) Discuss your ability to incorporate all or some of this language into the writing and/or speaking that you use in various settings: school, work, home, social events, others. You may also address what factors prevent you from using the language in these settings.

4) Discuss details in which you believe you have experienced prejudice, bias, or stereotyping based on your use of this identity language.

5) Discuss how language prejudices could be addressed and/or changed.

6) Discuss the functions that different language identities play in a person’s life and/or society.
**Day 5: Activity 5.C**  
**Post-Curricular Survey**  
*(Approximate Time: 15 minutes)*  
(Adapted with permission from Reaser and Wolfram 2007)

**Language Attitude Survey (Post-Instructional Unit)**

**Part I**: Information about you. Please answer all questions.

Name: ______________________________________

Number of days you were absent during the teaching of this unit (circle):   0   1   2   3   4   5+

**Part II**: For each of the questions below, please circle the number that corresponds with your agreement or disagreement with the statement. **Please answer all questions.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Everyone should know and be able to use Standard English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Everyone should speak Standard English every time they talk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Some people are too lazy to learn Standard English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. There is never a good reason to speak a dialect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Dialects are sloppy forms of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I speak a dialect of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I can speak more than one dialect of English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Dialects are rule-governed and patterned</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. There are people who do not speak a dialect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I think people who speak dialects are not very smart</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
11. Dialects should never be used in writing

12. Professional authors would never use non-Standard English

13. Students need to master Standard English to be successful in life

14. Students should be punished for using anything other than Standard English

15. There are good reasons for using non-standard varieties of English

16. It is important to be able to use both Standard and non-standard dialects of English

17. Standard English is the best language variety to use at school

18. Standard English is the best language variety to use with my friends outside of school

19. Dialects are sometimes more useful than Standard English

20. People who have a "foreign accent" are still learning English
Part III: Please respond to the following questions

1. What was the most surprising thing that you learned about language variation?

2. What, if anything, did you learn that changed the way you think about language?

3. Why do you think many people have such negative opinions of language variation? What can be done to change these attitudes and opinions?

4. Do you think it is important to study language variation? Why or why not?
Fieldwork Research Project

Overview
This research project introduces you to linguistic and sociolinguistic fieldwork with the goal of increasing your analytical and (oral and written) argumentation skills. You are provided sample research protocols that you may choose to pursue or you may develop your own materials from your own research question. You will be collecting data from your local areas. Fieldwork data collection templates are provided to guide your data collection and organization.

Student objective
Understand the principles of linguistic and sociolinguistic research methods (e.g., qualitative, quantitative, mixed).
Employ appropriate research methods to conduct fieldwork to investigate a particular language use within a community in your local area for the purpose of creating a dictionary and culminating in a 5-7 page paper that incorporates and critically assesses scholarly support while contributing to the body of knowledge on dialect, variation, and change.
Present your findings to your class and/or larger audience.
Develop research skills from this project for additional research projects.

Student Activities
(Re)Creating a “regional” dictionary: An introduction to linguistic variation fieldwork
Each day’s lessons and activities should add some knowledge to facilitate this research project.

You will be conducting a research project built on the DARE model. You can choose from the following or create a proposal to be approved by the instructor:

1) Replicate a condensed version of the regional DARE survey and interview 3-5 members of your community in order to report on the language use and variation in this community.

2) Create a survey for a localized language population available to you. This could be a professional community (e.g., a specific technology, industry, or class), an immigrant population, a heritage language community (an area that has speakers of the same immigrant language but immigration from that area has ceased for at least one generation), an avocational group that may have a specialized language (e.g., particular sports or hobby aficionados); generational (i.e., survey members of 3 or more generations).)

A fieldwork data collection template is provided below as a basic guide in helping you decide what information you will collect from your research subjects and how you will organize your data.
Fieldwork Data Collection Template (based on original DARE demographic sheets)

You may change the types of information gathered. For example, you may wish to ask which gender the research subject identifies with rather than sex. You may be surveying a neighborhood or different neighborhoods rather than different states, so your informant code (Inf.) may be based on street residence or neighborhood identification.

<table>
<thead>
<tr>
<th>Inf. Code</th>
<th>Community location</th>
<th>Community type</th>
<th>Age Group classification</th>
<th>Education level</th>
<th>Sex M/F</th>
<th>Race</th>
<th>Self-identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL1</td>
<td>Jasper</td>
<td>small city</td>
<td>old</td>
<td>grade school</td>
<td>F</td>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>AL2</td>
<td>Jasper</td>
<td>small city</td>
<td>old</td>
<td>college</td>
<td>M</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>AL3</td>
<td>Jasper</td>
<td>small city</td>
<td>old</td>
<td>high school</td>
<td>M</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>HI1</td>
<td>Honolulu</td>
<td>large city</td>
<td>old</td>
<td>college</td>
<td>F</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>HI2</td>
<td>Honolulu</td>
<td>large city</td>
<td>old</td>
<td>college</td>
<td>F</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>HI3</td>
<td>Hauula</td>
<td>rural</td>
<td>old</td>
<td>grade school</td>
<td>M</td>
<td>White</td>
<td></td>
</tr>
</tbody>
</table>
Fieldwork Questionnaire Template (based on original DARE questions)

You may change the types of information gathered. For example, you may wish to ask about lexical items that may not be the same across generations. For example, what do call the piece of equipment on which you talk to others? Or what do you call the tool that allows you to change television channels? For additional questionnaire ideas, see Digital DARE http://www.daredictionary.com/page/100sampleentries

Time

• A1. What do you call the time in the early morning before the sun comes into sight?
• A2. The time when the sun first comes into sight, that’s ________.
• A3. The time between the middle of the day and supper time:
• A4. The time of day when the sun goes out of sight:

Weather

• B1. If a day is very pleasant, you say it’s a ________ day.
• B2. If the weather is very unpleasant, you say it’s a ________ day.
• B3. If a day is very hot, you say it’s (a) ________.

Relationships among people

• II1. Words meaning a close friend (or other ways of saying “He’s my friend.”):
  “He’s my ________.”
• II2a. When two people begin to be friendly:
  “He has just recently ________ with John.”
• II2b. When two people have become friendly you might say,
  “It’s been quite a while that Mary and Jane have been ________.”
• II3. Expressions to say that people are very friendly toward each other:
  “They’re ________.”
REFERENCES


