

LANGUAGE ATTITUDES OF TEACHERS AT SELECTED HISTORICALLY  
BLACK COLLEGES AS MEASURED BY THE  
LANGUAGE ATTITUDE SCALE

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We hereby recommend that the \_\_\_\_\_ dissertation \_\_\_\_\_ prepared under  
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## Chapter 1

### INTRODUCTION

Recently there has been an increased interest in and awareness of the significant role played by language in determining an individual's educational, social, and economic success. Woodworth (1971) reaffirmed studies by Petty and Starkey (1967) and Strang (1968). [According to Woodworth, authorities in fields of oral language, sociolinguistics, and compensatory education found evidence that important judgments were made about an individual on the basis of his speech style, indicating that dialects which are perceived negatively mark the user as inferior to members of other groups (Putnam and O'Hern, 1955; Harms, 1961; Woodworth, 1971).] Such stereotyping is believed to influence teachers' evaluations of students' academic performances. Hence, a possible "self-fulfilling prophecy" may be operating in relation to teachers' attitudes and children's academic performances (Rosenthal and Jacobsen, 1968).

From his 1971 study, Woodworth concluded:

Since subjects rated the reports in a manner which clearly indicated a preference for the same material when presented by a

white child, it is necessary to conclude both that they identified the black child's voice with his racial background and that they associated such a background with negative achievement expectations (p. 171).

As early as 1956, Rose had observed that both whites and Negroes expected the Negro to fail. This expectation kept Negroes from trying.

In the school setting, differences in language habits, particularly those of minority group children, were too often confused as deficits. Bereiter and Englemann (1966) maintained that the language deficiency of certain children could be attributed to environmental or cultural factors. Jensen (1969) based his argument of a genetically based deficiency in learning upon his studies of the linguistic behavior of ghetto children. Baratz (1969) summarized the deficit fallacy:

Educators were the first to contribute a statement about the language difficulties of these [black] children--a statement that amounted to the assertion that these children were, virtually, verbally destitute, i.e., they couldn't talk, and if they did, it was deviant speech, filled with errors. [P]sychologists reconfirmed initially that it was a deterrent to cognitive growth (p. 12).

The fact that teachers in a research program at the Center for Communication Research at the University of Texas at

Austin

have consistently based about half their judgmental perspective upon nonstandardness is symptomatic of a prescriptionist (for Standard English) rather than, say, an aptness or a communicativeness criterion in evaluating children's speech (Williams and Whitehead, 1973, p. 174).

Therefore, in the words of Geneva Smitherman (1973), "Black English is an important topic of concern in educational circles since its speakers compose the largest group of minority students" (p. 174). Similarly, Black idiom speakers outside of school are the largest group of minority dialect speakers. Hence, one of the greatest areas of contention concerning Black English involves the question of what place, if any, this language has in the school curriculum.

The effects of changing admissions policies and attempts to attract minority students to traditionally all-white colleges have compelled educators and school administrators alike to re-examine their own attitudes toward "heterogeneity, language, and the function of teaching in higher education." At the same time, colleges with open admissions policies face the issue "of which dialect to teach (or accept)," an issue which "becomes a

serious problem with intellectual, psychological, and ethical ramifications" (Mack, 1977, p. 3).

### Statement of the Problem

Within the past two decades there have been numerous articles, essays, studies, and books producing confusion and contradiction about Black English. Therefore, there may be incongruity between the philosophical stance of an institution and the attitudes of its faculty members toward Black English versus Standard English at historically Black institutions.

### Purpose of the Study

The purpose of this study was to determine the philosophical stance held toward Black English through a study of attitudes of faculty members at selected historically Black institutions. The data collected were to form the basis for analysis to provide a somewhat comprehensive answer to the general question, "What are the expressed attitudes of teachers at historically Black institutions toward Black English?" More specifically, the study was conducted to answer the question, "Is there a difference between the expressed language attitude mean scores of teachers at selected historically Black institutions as a function of the variables sex, race, personal educational

background, level of educational preparation, years of teaching experience, and teaching content area as measured by the Language Attitude Scale (LAS) in the following content categories: (1) Structure of Nonstandard and Black English (LAS Area I), (2) Consequences of Using and Accepting Nonstandard English (LAS Area II), (3) Philosophies Concerning Use and Acceptance of Nonstandard English (LAS Area III), and (4) Cognitive and Intellectual Abilities of Speakers of Black English (LAS Area IV)?"

#### Null Hypotheses

Null hypotheses tested at three historically Black colleges were the following:

1. There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area I.
2. There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area II.
3. There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area III.
4. There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area IV.
5. There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area I.
6. There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area II.

7. There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area III.

8. There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area IV.

9. There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area I.

10. There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area II.

11. There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area III.

12. There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area IV.

13. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to the LAS Area I.

14. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to the LAS Area II.

15. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended

integrated schools with reference to the LAS Area III.

16. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to the LAS Area IV.

17. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area I.

18. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area II.

19. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area III.

20. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area IV.

21. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area I.

22. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area II.

23. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area III.

24. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area IV.

25. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area I.

26. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area II.

27. There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the post-master's level and those who attended historically white institutions with reference to the LAS Area III.

28. There is no significant difference in the

language attitude mean scores among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area IV.

29. There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to the LAS Area I.

30. There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to the LAS Area II.

31. There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to the LAS Area III.

32. There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to the LAS Area IV.

33. There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to the LAS Area I.

34. There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to the LAS Area II.

35. There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to the LAS Area III.

36. There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to the LAS Area IV.

37. There is no significant correlation of language attitudes among teachers according to the variables: sex, race, personal educational background, level of educational preparation, and years of teaching experience and their teaching content area with reference to the LAS Area I,

the LAS Area II, the LAS Area III, and the LAS Area IV.

### Significance of the Study

Legislative acts beginning in 1954 with the Kansas court decision in Brown vs. Board of Education, which led to the outlawing of "separate but equal" schools, brought forth subsequent desegregation of schools, which in turn brought forth reports that Black children were less able to perform academically than their white peers (Coleman, 1966). Subsequent studies of the academic performance of Black children brought forth at least three different views concerning the reasons for the lesser academic performance of Black children: (1) the linguistic deficits view which holds that deficient speech patterns hindered cognitive development of disadvantaged children (Bereiter and Englemann, 1966; Deutsch, 1967; Hess and Shipman, 1965; John, 1963), (2) the different linguistic schemata view which holds that the educators' nonacceptance of the language and culture of disadvantaged children led to their poor academic performance (Labov, 1967; Baratz, 1969; Shuy, 1969; Cohen and Cooper, 1972; Sommervill, 1975), and (3) the language attitude interference view which holds that the "mismatch" between the language of the Black child

and the teacher's preconceptions about what is acceptable English interfered with the child's academic performance (Labov, 1969; Goodman and Buck, 1973; Simons and Johnson, 1974; Cunningham, 1976-77).

→ Data also indicate that many teachers are unaware of controversies in language matters, that is, that Black English is a language of Black people "invented out of their frustrations, alienation, and dissatisfaction with life in America" (K. Taylor, 1978, p. 32), and that even though recent scientific research has established Black English as a systematic, well-developed dialect used predominantly by Black Americans, it is in no way related to skin color or to other physical characteristics (Naremore, 1971). Misunderstanding of the underlying cultural psychology of Black English is disadvantageous to the child who speaks Black English; consequently, persons who teach these children "should have some kind of special training" (p. 17). Cunningham (1976-77) concurred. He stated that differential reaction of teachers stemmed from ignorance. "Knowledge is the natural conqueror of ignorance"; therefore, he concluded, "Teachers need to be adequately trained to understand the dialects of the

children they teach and, especially, to recognize meaning equivalence" (p. 653).

More specifically, Williams (1976) stated that in second order

[t]o prevent language attitudes from serving as false prophecies, or worse yet becoming themselves self-fulfilled prophecies, teachers should be trained to be sensitive to variations in social dialects and variations in performance. Language evaluation, which incorporates the attitudinal side of the social dialect coin, could be included as part of the teacher training program (p. 68).

On the other side of the dialect coin, Stewart (1965) assessed objections by educated Negroes to studies of nonstandard Negro speech on the grounds that conclusions of such studies may strengthen stereotyped assessments of the language patterns of all Negroes. This fact is firmly set in the words of Richard Wright (1973):

It should surprise no one that social science in this century has served to give a scientific basis for the popular prejudices widely held against oppressed minorities. To focus undue research upon the stigmatized behavior of the lowest socioeconomic members of the Black community promotes the impression that Blacks really have not changed very much. The nigger dialect of a past era is recaptured in a dress-up label of 'Black English.' Not only does this kind of research stigmatize the community, but it also misrepresents the reality of language diversity in the Black community (pp. 4-5).

In answering Wayne O'Neil's "The Policies of Bidialectalism" which refers to a movement in education systematically to render lower-class students able to speak both their native dialect and Standard English, Zale (1972) stated that in no way would he render his students able to speak both their native dialect and Standard English. He indicated that "a pluralistic approach is not only impossible, but highly undesirable" (p. 1).

In discussing the recent court ruling in Ann Arbor, Michigan, made by U.S. District Judge Charles W. Joiner, which called for "recognition of Black English as a language in its own right," Alexander (1980) deemed this view as "paternalism--unintentional perhaps, but nevertheless just a modern version of the paternalism [his] ancestors experienced on the plantation" (p. 27). Sparks (1980) spoke out even more firmly:

It is time to bury black English beside the remains of the 'culturally deprived,' or 'morons,' 'idiots,' and other meaningless terms and labels. Black English is still another attempt to label and categorize potentially creative Americans and to make excuses for the poor academic achievement of some Black children. It is interesting to note that many of us grew up and achieved before black English was 'discovered' (p. 11A).

A vast amount of research has indicated that students

from many poor and/or minority backgrounds often exhibit educational deficits. These deficits have been attributed to either mis-education or lack of opportunity. The effect is no less devastating in either case. While historically Black institutions recognize that many of the freshmen enrolling exhibit academic difficulty, they also recognize and advocate that definite steps need to be taken to combat this deficiency. The new career-centered program at Texas College is just one example. In the area of communicative arts, this program asserts that "A concentrated effort is required to raise the skill level of the students to average performance as measured by standardized English tests" (Advanced Institutional Development Program (AIDP) Manual, 1978, p. 89). The test used to assess student ability in Standard English is the Missouri College English Test, Forms B and C. The objectives of the program in the area of English are set forth in both General Goals and Specific Competency Objectives. These objectives are set forth in Appendix 1. In agreement, and more specifically, in a 1969 study at Jarvis Christian College, director John P. Jones wrote: "Like all schools and colleges, it [Jarvis] is committed to promotion of an acceptable command of standard

English for all its students" (p. 1). Wiley College, adhering to these objectives, also emphasizes that its reason for being founded was based upon

the uplifting of the countless ethnic minority students from all sections of the world from their economic, educational and social deprivations, and preparing them adequately for entering the mainstream of American life. . . , by equipping [them] with the necessary skills to realize their fullest potential. (1978 College Catalog, p. 15).

#### Rationale for the Study

Statistical data will assist in defining, planning, and establishing educational programs in the study of Black English, both in traditional teacher education programs and in the adult and continuing programs (e.g. Continuing Professional Education for Teachers). In addition, systematic programs of in-service training will serve to eliminate any incongruity between the institutional policy and the philosophical stance of the faculty toward Black English.

#### Assumptions

The basic assumption of this study was that there is no significant difference in the language attitudes of educators. Excellence is the goal of education and thus the goal of educators, and, as Benjamin H. Alexander (1980)

maintains, "academic excellence cannot be achieved without mastering Standard English" (p. 5). Therefore speaking nonstandard English is one more unnecessary obstacle. In addition to this basic tenet, further assumptions are as follows:

1. It is assumed that the population sample is a true representation of the population of historically Black institutions of comparable size and racial composition.

2. It is assumed that the Demographic Information Questionnaire and the Language Attitude Scale, Form 1, provide valid and reliable data for the study.

3. It is assumed that the respondents responded to the statements on both questionnaires as truthfully and as accurately as possible within the limitations of an attitudinal scale instrument.

#### Limitations of the Study

The limitations of the study include the following:

1. The study was limited to all the implied and recognized restrictions imposed by the use of the Language Attitude Scale, an attitudinal questionnaire for collecting data about teachers' attitudes.

2. The sample population was limited to the available (non-random) sample or intact sample of teachers at three small historically Black colleges located in the East Texas area.

3. The study was limited to the development, investigation, and assessment of data collected during the period from November, 1980, through January, 1981.

#### Definition of Terms

The following definitions of terms were adopted for the purpose of this study:

1. Attitude. The Random House Dictionary of the English Language, The Unabridged Edition, defines attitude as:

Manner, disposition, feeling, position, etc., with regard to a person or thing; tendency or orientation, esp. of the mind: a mental attitude; group attitudes.

An attitude, then, represents a person's general feeling of favorableness or unfavorableness toward some stimulus object. Like language or speech, attitude is a concept susceptible to a variety of levels of analysis and measurement. In psychological terms, attitude is typically defined as some type of predisposition to behave or respond

in a certain mannner (Williams, 1976). According to Sherif, Sherif, and Nebergale (1965), a single point cannot adequately describe an individual's attitude.

Speaking of language (linguistic) attitudes, Williams (1976) expressed this view:

The attitudes which listeners associate with various dialects, of course, depend upon the background of the respondent and what he knows of the circumstances of the speech situation (p. 107).

Taylor (1971), however, held the following view:

Despite admitted problems in obtaining the "true" feelings of people on any subject, it is possible that language attitude data can assist in determining some of the underlying bases of classroom language problems related to language differences (p. 174).

Despite the complexity and difficulty of measuring attitudes, attitudes toward language can be assessed through observations, interviews, and questionnaires. Each procedure, of course, has certain weaknesses and certain strengths. The questionnaire was selected for this study because of the obvious strengths. This method provided anonymity for the respondents and a more objective data collection for the study.

2. Quantitative Language Attitudes. The quantitative language attitudes are defined as the scores and sub-scores

tallied for responses on the Language Attitude Scale.

3. Standard English. Williams (1976) defined Standard English or "standard dialect" as "the dialect which historical accident has codified with formal grammars and dictionaries. It is usually the dialect used by educated writers and speakers and taught in the schools." Standard English is "that variety of the language which one hears mostly spoken by announcers or newscasters on television and radio; consequently, it is sometimes called 'network' or 'broadcast' English" (p. 2).

4. Black English. Smitherman (1977) defined Black English as:

An Africanized form of English reflecting American's linguistic-cultural African heritage and the conditions of servitude, oppression, and life in America. Black language is Euro-American speech with an Afro-American meaning, nuance, tone, and gesture. The Black Idiom is used by 80 to 90 percent of American Blacks, at least some of the time (p. 2).

5. Black or Black American. The term Black or Black American was selected as an ethnic group name for Americans who have African ancestry and dark skin only because since the "Black is Beautiful" movement, it has appeared more frequently in print and it has appeared more generally accepted by a majority of the Afro-American cultural

communities. According to Blackwell (1975) blackness has taken a curious route to social acceptability. Blackness as a concept, he states, has wide acceptability among all but the traditionalists and die-hards of the aristocracy of color in the United States, who refute both its ideological meaning and its implications regarding biological heredity (p. 95).

Cross (1971) suggests that black is a mental attitude, depending upon one's perspective. He believes that black may signify attitudes and life-styles and provide psychological liberation under conditions of oppression, or a disfiguring stigma. Bahr (1979) concurs that black may be a "positive, affirmative, even aggressive or revolutionary approach to life in white America, or it may be the symbol summarizing centuries of white oppression and superordination" (p. 296). As an ideology and as a source of pride, Blackwell (1975) believes blackness "attempts to provide an environment of personal worth and acceptance and to heighten one's self-esteem, self-evaluation, and higher aspirations for achievement" (p. 96).

6. Sex. The Random House Dictionary of the English Language, The Unabridged Edition, defines sex as the fact of being either male or female.

7. Race. Robertson (1977) defines a race as:

A large number of people who, for social or geographical reasons, have interbred over a long period of time and who as a result share visible physical characteristics and regard themselves and are regarded by others as a biological unity (p. 567).

8. Personal Educational Background. Personal educational background is defined as educational preparation of respondents in predominantly Black institutions (at least ninety-five percent Black enrollment) or in predominantly white institutions (at least 95 percent white enrollment) and/or in historically Black institutions (founded specifically for the purpose of educating Black students) or in historically white institutions (founded specifically for the purpose of educating white students).

9. Level of Educational Preparation. Level of educational preparation is defined as the level of college preparation, that is, the college degree or degrees earned.

10. Years of Teaching Experience. Years of teaching experience is defined as the number of years a respondent has been a classroom teacher.

11. Teaching Content Area. Teaching content area is defined as the department, division, or program within which

the courses taught are designated. For example, courses listed under the teaching content area of Fine Arts are: music (theory, instruments, and voice), art and crafts, dramatic arts, and sometimes speech, or Language Arts (English): literature, communications, grammar, reading, languages, and sometimes speech.

According to Abrahams (1970) an awareness of the cultural and social structure of the lower economic Black American community is crucial for understanding Black English. There are cultural differences, and there is a need for cultural relativity in avoiding stereotyped reactions to the languages of children from this type community. It is vital, therefore, for those engaged in educating Black Americans to be sensitive to the variations in patterns of speech and life stages which differ from those of mainstream America and thus depart from the expectations of middle class white teachers.

The organization of this literature is conceptually based on a review of Black English background, the characteristics of Black English, the role of Black English in the classroom, and the role of Black English in the community.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The review of literature presented in this chapter is based on two key concepts as set forth in the problem statement: (1) there seem to be confusion and contradiction about Black English, and (2) there may be incongruity in the philosophical stance between an institution and its faculty toward Black English. Various sources were helpful in examining the linguistic data necessary: books, periodicals, monographs, journals, newspapers, dissertations, and ERIC (Educational Resources Information Center). Particularly helpful were studies conducted at the Center of Applied Linguistics, Washington, D.C., and studies conducted at the Center for Communication Research at the University of Texas at Austin.

The literature produced evidence for and against the existence of Black English as a separate linguistic system; hence, the organization of such literature is presented in five topics: (1) Review of Black English Background, (2) Some Characteristics of Black English, (3) The Psychology of Black English, (4) Attitudes Toward Black English, and (5) Related Research Literature.

Review of Black English Background

Africa opened its west coast to trade in the early part of the sixteenth century. Its first major trade country was Portugal; thus, Portuguese became not only the first trade language, but also the preferred communication medium for many persons in that area. The Portuguese were eventually ousted by the Dutch, who adopted the Black Portuguese language but exerted Dutch influence thereon. At the same time, France and England began to establish power in Africa and in America. The French did not use Black Portuguese but established Black French, which survives in French colonies, including Louisiana. As the English gained power, the dialect used became a pidgin English. The language was, however, simplified by the Africans and more than likely was brought to the New World by captive African workers.

Stewart (1967) believes that Black American dialect began and was used in the British colonies and was passed down from one generation to another as a creole language. One reason it was so widespread in the New World was that it originated not as an isolated and accidental language

form but as a form drawing on various influences in the West African coastal trade centers and slave markets.

The importation of native Africans to America, their enslavement, and their isolation from the mainstream society forced them to develop and to make use of "a common linguistic system as well as to express [themselves] in verbal art through an oral folk tradition which met [their] social, psychological, religious, educational, and entertainment needs" (Anderson, 1974, p. 4). Historical events in America have caused these Afro-Americans to adhere to a dual role, a natural cultural African heritage and an unnatural culture of the mainstream American heritage. As a result they have found themselves in situations in which they have had to learn an auxiliary language in order to establish communication within heterogeneous groups and with their masters (Dillard, 1973).

The independent nature of Black English was early discussed by such linguists as William A. Stewart and Marvin D. Loftin, who show Black English as different from other dialects of American English and as spoken by a majority of Black Americans, a notable group of Americans who have been unabsorbed into the mainstream society. "It is clear that

many of their folkways have remained after more than three hundred years," and their language and culture remain distinct (Dillard, 1973, p. 3).

There has been much speculation and much scientific research by scholars and linguists concerning the variety of English used by early Afro-Americans. In early studies, such writers as A. E. Gonzales, George Krapp, Reed Smith, John Bennett, and Mason Crum described Gullah and other Black dialects as "ill formed and badly used versions of English" (Anderson, 1974, p. 10). However, Bailey (1970) asserts that a brilliant Black linguist named Lorenzo Turner dispelled some of these notions along with the "baby-talk" theory. Turner seems, he states, to have demonstrated fairly conclusively that many aspects of Gullah speech can be traced, at least ultimately, back to West African Black languages.

Dillard (1973) maintains that:

the greatest risk in dealing with ethnic behavior patterns--including speech patterns--is that someone will conclude that those patterns are generic in nature. To write of Black English is to risk having someone conclude that the dialect differences are caused by physical traits. . . . This is why it should be emphasized that social factors are more important than racial--or

geographical-features in determining dialect patterns (Dillard, 1973, p. 230).

Therefore, he states, it is a harsh sociolinguistic fact that the history of the Afro-American languages and dialects correlate with the existence of a caste system.

### Some Characteristics of Black English

Although Black English was brought to America either by original slaves or by those who followed during the next three and a half centuries, it has obviously changed over the decades, "probably because of pressures from the educational and economic systems" (Taylor, 1969, p. 9). However, several features of the West African Black language remain; the most prevalent aspect is seen in the verb system. Dalby, 1969 (cited in Taylor, 1969), reported the following data:

1. Coastal West African languages do not inflect verb stems to indicate person or tense.
2. Person is typically indicated by a subject prefix or pronoun.
3. Tense, or aspect, is indicated by a number of monosyllabic markers which are inserted between the subject prefix and the verb stem. These markers focus on mode of

action rather than on time of action: African verbs denote "continuative," "habitual," and "perspective," rather than English "past," "present," and "future." For example, in the sentence "Dat man, he be walkin'", the subject pronoun is retained after the noun subject, and "be" is not inflected (In fact, "be" is a marker of continuation.) (Taylor, 1969, p. 9).

This important distinction of "be" has no parallel in the English verb system. According to Taylor (1969)

the closest to this concept in standard English would be "That man is always walking" or "That man is typically walking." If the be is omitted it would denote that the activity was taking place at that particular point in time, i.e., in the present (p. 9).

Stewart, Baratz, and Dalby (cited in Taylor, 1969) reported the following examples of relationships between Black English and West African languages:

1. Absence of copula verb, e.g., "he black"; "he is black"; "who he"; "who is he"; "I yo friend"; "I am your friend," etc. (This same feature is seen in Bantu).
2. No distinction in gender for third person plural pronouns. For example, "he" can mean both "he" and "she" in the Gullah of South Carolina and Georgia. (Again, this same rule exists in Bantu).

3. Distinction between second person singular and second person plural. In Gullah, for example, you is represented by "yu" (singular) and "yuna" (plural). (Dalby points out these same forms are used in Sierra Leona Krio).
4. Prefixing or suffixing of third person plural objective case pronouns for noun pluralization, e.g., "dem boy"; "those boys."
5. No obligatory morpheme for plural, e.g., "fifty cent"; "fifty cents."
6. No obligatory marker for third person singular verbs, e.g., "he work here"; "he works here."
7. No obligatory marker for possessive, e.g., "John cousin"; "John's cousin."
8. Use of specific phrases to announce beginnings of sentences, e.g., "dig"; "look here," etc. (The word "dega" has similar use in Wolof; "de" and "eh" in Swahili).
9. Use of intonational ranges to mark meaning differences (Taylor, 1969, pp. 9-10).

In subsequent studies, sociolinguists, anthropologists, and dialectologists argue that nonstandard English of many Black Americans is "by no means a direct descendant of British English but rather is the product of language contact between African languages and English. Black English has remained a systematic and intact language which has phonological, morphological, and syntactic similarities to

and differences from standard English (Bryen, 1974, p. 593). For an overview of these differences, see Appendix 2.

The behavior of grammatical categories which Dillard (1973) calls Aspect and Phase is "the most obvious and immediately impressive differences between the grammar of Black English and that of Standard English" (p. 52). In the category Aspect, the verbs are marked for the ongoing, continuous, or intermittent quality of an action rather than for the time of its occurrence, and are the only obligatory categories in the Black English verb system. In this system, the speaker has an option with regard to tense, "but its rules demand that he commit himself as to whether the action was continuous or momentary" (pp. 43-44). Contrarily, in Standard English the verb tense is marked, but ongoing or static quality of an action can be indicated or ignored.

From Botkin's Lay My Burden Down, Dillard offers this example:

When the day begin to crack, the whole plantation break out with all kinds of noise, and you could tell what was going on by the kind of noise you hear.

Any facile assumption about "historical present" is broken by use of could, while the verb forms bring, begin, break,

going, and hear are consistent with Black English past tense (p. 42). Dillard explains this pattern as non-redundancy, a mildly technical linguistic term which has none of the opprobrium attached to it in school grammars. Languages differ in the amount of redundancy they have in a specific sub-system. For example: "In English the old men, the information unit 'plural' is conveyed once; in Spanish los hombres viejos, the plural signal is conveyed three times (all the final -s's)" (Dillard, 1973, p. 71).

In sentence patterns such as Standard English John runs and Black English John run, Black English does not fall into the same category as the third person singular, present indicative of the Standard English form. The difference lies in the three negative patterns: John don' run, John ain' run, and John dit'n run. The negative pattern indicators (don', ain', and dit'n) may or may not be equivalent to don't, ain't, and did not.

The special function of the affirmative "be" (the sequence don' be) indicates "that the time of action is 'stretched out'--that it is reportably long for the kind of action involved in the verb being used" (p. 45). The sentence "He waitin' for me right now" is negated as "He

ain' waitin' for me right now"; however, the sentence "He be waitin' for me every night" is negated as "He don' be waitin' for me every night." Ungrammatical negatives are:

"He ain' waitin' for me every night."

"He don' be waitin' for me right now."

Other indicators are seen in "He ain' go" which usually denotes momentary past action, while "He ain' goin'" usually denotes progressive present action. A unique negated sentence such as "You makin' sense, but you don' be makin' sense" might be translated into Standard English as, "You've blundered into making an intelligent statement for once," or "That's a bright remark--but it's not the usual thing for you." The negative pattern formed by use of ain' is termed Aspect, while the negative pattern formed by use of don' is termed Phase (Dillard, pp. 43-44).

In either Aspect or Phase categories, there are certain expressive possibilities. For example, the statement "He workin' when de boss come in" is not a compliment to the worker because "the work is coterminous with the presence of the boss, and may be for the purpose of fooling the employer." However, "He be workin' when de boss come in" indicates that "the work went on before and after the

boss's entry and may mean that the employee is conscientious" (Dillard, 1973, pp. 45-46).

Dillard contends that the usual procedure in the study of Black English has been to deal with pronunciation characteristics to the extent of omitting everything else; hence, his study is an in-depth look at ways in which Black English, the language of about 80 percent of the Americans of African ancestry, differs from other varieties of American English. "It would take a much more complete phonological analysis than now exists to enable us to deal concretely with what has been 'gained'--in other words, with what Black English has that other varieties of English do not have" (p. 307). Dorothy Copeland Lanier did such an analysis in 1974. From her study, she discerned that distinguishing phonological features are found in Black speech but are not used by all Black speakers and are shared by non-Black speakers as well. Tarpley, 1971 (cited in Lanier, 1974), isolated five phonological features in the East Texas area which are strong social markers: (1) /r/ usage, (2) /ð/ substitutes, (3) /θ/ substitutes, (4) simplification of final consonant clusters, and (5) compensatory nasalization of vowels.

Lanier points out that post-vocalic /r/ is evidenced by such pronunciations as /fow/ for four, /dow/ for door, /bifow/ for before, and /bowd/ for board. This r-lessness is a shared dialect feature; however, Dillard (1973) points out that

in the Black community, this persists in geographic areas which do not have the feature otherwise. Even in the South, it is more widespread among Negroes than in the white community--leading to amusing explanations about how the Negro imitated the whites "only more so" (p. 309).

In the loss of inter-vocalic /r/, distinctions are difficult to make because they differ only in the vowel nuclei as in married /mæ·id/. Additionally, Tarpley discovered that some East Texas Black dialect speakers pronounce the alphabet letter r "as though it were composed of two syllables," that is, /ar/ becomes /arə/. In some words, post-vocalic /r/ is rendered /ə/ as in spring is here /sprɪŋ ɪz hɛr/ (Lanier, p. 82).

Substitution of /d/ for /ð/ is widespread in Black dialect. In the initial position as in the /ðə/ becomes /de/; this /ðis/ becomes /dis/; and in the medial position mother becomes /mədər/, father becomes /fadər/. The final /r/ is likely to be lost.

Substitutions of /f/ or /t/ for the voiceless /θ/ in final position in such words as with /wif/, both /bowf/, mouth /mawf/, and occasionally by /v/ as Mother of God /Move of God/, are a stylistic alternation or elegantizing (Dillard, 1973, p. 309).

Simplification of final consonant clusters is a distinction where two or more consonants appear and the end consonant is dropped; thus, test becomes /tes/, desk becomes /des/, cold becomes /col/. Other final consonants such as /-d/ may be devoiced to a [t]-like form or disappear, /-t/ usually disappears, /-g/ is devoiced or disappears, /-k/ is replaced by glottal stop or disappears, and /-m/ and /-n/ usually remain in a varying degree of nasalization.

Compensatory nasalization of vowels occurs when the vowel precedes a single nasal or where it precedes a nasal that is part of a final consonant cluster as lamb becomes /læ:/, town becomes /tāw/.

Other phonological features treated by Lanier are (1) addition of a vowel, as asks becomes /æskiz/, umbrella becomes /əmbərelə/, (2) consonants in medial position as the loss of /d/ in hundred /hənərd/, the loss of /g/ in recognize /rekənayz/, and the loss of /b/ in umbrella /əmrela/. (3)

the loss of /l/ as in help /həp/, toll /toe/, all /əwe/, Saul /Saw/, and (4) pronunciation of the consonants /b/, /d/, and /g/ as stops that are not only fully voiced but imploded as well (Lanier, 1974, pp. 80-89). In addition, in initial positions /st/ and medial positions /sk/ produce an occasional form such as skrong for strong and conskruktion for construction (Dillard, 1973, p. 311).

In summary, Dillard considers pronunciation "problems" of Black children as motivation for some of "the greatest pedagogical blunders of all"; that is, "mistaking the pronunciation patterns of Negro non-Standard for the genuine deficiencies of the physiologically handicapped" (p. 312). He also observes that pronunciation, more obviously variable than any other part of the language except perhaps vocabulary, is less consistent on a nationwide scale than other features of Black English.

Labov (1964) discusses the inability of the Black English speaker to reconcile his language with Standard English because of at least three conditions: (1) Isolation, or lack of opportunity to hear the prestige dialect, (2) Structural Interference, or interference by the native dialect in learning another form, and (3) Conflict of

Value Systems, wherein social identification strongly influences expressions of allegiance and loyalty to the ethnic groups or community groups. To speak the language of another group with whom they have little contact or respect does not appeal to groups in another community--to reject their language (or Standard English), the non-standard speaker symbolically rejects the speaker (p. 94).

### The Psychology of Black English

The importation of Africans to American soil as slaves and the emotional conditions of such slavery brought about the need for them to acquire a new and a different language. Unlike indentured servants from other areas and other groups of foreign-language origin immigrants, the Africans were readily identifiable by skin pigmentation (Read, 1939). More importantly, McDavid (1951) gleans from Read's theory that

Most obvious, of course, is the fact that the Negroes constituted the only large group of the American population that came here against their will, and with their cultural heritage overtly overridden in the effort to fit them into the new pattern of the basic unskilled labor for the plantation system (p. 4).

Grier and Cobbs (1968) Black psychiatrists, deem isolation and alienation as the basic of early Afro-American

language. As previously stated, the slaves were purposefully selected and separated according to tribes in order to avoid "tribal" communication. In addition, whites were forbidden to teach the slaves to read and write; therefore, their English language was learned in bits and pieces.

"While their mispronunciations and misunderstandings were a source of great amusement to the owners, the garbled patois began to be used as a secret language among the slaves"

(p. 104). This language badge which suggested inferiority to the whites became a badge of unity among the slaves.

W. E. B. Dubois (1903) vividly captures this aspect of slavery language in these words:

It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness,--an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn assunder (p. 215).

Abrahams (1976) sees Black English as a system of speaking behavior; that is, there is a self-consciousness underlying speech act among Afro-Americans. There is a system of decorum which governs appropriate speech in

certain circumstances. Abrahams (1972) judges the patterns of speech expectations as a "performance." The crucial feature of such performance pattern is a high degree of verbal and kinesic interaction. He lists distinct features of this verbal behavior as:

1. Banter or badinage. This may be expressed either directly, through soundings (a ritual insult contest), or indirectly, through signifying (ranging from the obvious "like using an unexpected pronoun in discourse [Didn't we come to shine, today?] or the more subtle technique of louding or loud talking; that is, "saying something of someone just loud enough for that person to hear, but indirectly so that he cannot properly respond" (p. 19).

2. Dramatic styling. This is more easily observed in male performance of "rhyming, storytelling, and toasting," which is accompanied by great pitch changes, the manipulation of meters and cadences for emphasis away from the stress pattern of Standard English, "the place of stress in an unusual place in a polysyllabic word to emphasize that such word is being used, and the use of a range of vocal effects (rasp, growl, falsetto, whine, etc.) much wider than

found in Standard English" (pp. 19-20). A language variety is maintained within its group of speakers, "although the speakers are seldom fully aware that they are maintaining it--language having a high threshold of awareness" (Dillard, 1973, p. 114). The reason for this retention might be found in these words written by Walker (1971):

Black English is the most suitable expression of Black culture because it, like other languages, reflects the particular perspectives and concerns of a group of people who have shared common experiences. . . . Each language categorizes and evaluates its reality in ways commensurate with the way of life of the people who speak it (p. 7).

3. Strong words or hyperbolic expressions. The most obvious of these expressions are slang or colloquialisms used especially in rapping sessions. Slang, on the one hand, is more often used in urban areas than in the city. These slang words surround different types of "alcohol & narcotics, automobiles, clothes, girls, music, and other types of entertainment" (Abrahams, 1972, p. 20). They are essential to verbal style. Black talk, therefore, is invested with a great deal of vitality produced through extremely active verb forms. Rather than talk with someone, the speaker "throws a rap at him"; and he does not ask to

have something repeated but demands that the speaker "run that at me again." Hyperbolizing, on the other hand, is "more in the high style . . . of the cities." For example, "see you later alligator" is a rhyming technique developed into "capping competitions," closely related to American Negro playing the dozens and the West Indian rhyming (Abrahams, 1972, p. 20).

4. Ambiguous key words. These words are usually evaluative words, and understanding depends on two criteria: tone of voice and context. These terms, "with high affect in Standard English parlance, . . . are sometimes diametrically opposed to their accustomed meanings." Words like tough, heavy, funky, and bad depend upon voice inflection and context for meaning. These verbal techniques are "the most important features of the system of BE [Black English] codes" (Abrahams, 1972, p. 21).

Smitherman (1977) classifies Black modes of discourse into four broad categories: call-response; signification; tonal semantics; and narrative sequency. Each is manifested in Black American culture on a sacred-secular continuum (p. 103).

The mode of call-response communication is briefly

defined as "spontaneous verbal and nonverbal interaction between speaker and listener in which all of the speaker's statements (calls) are punctuated by expressions (responses) from the listener" (Smitherman, 1977, p. 118). This mode of discourse seeks to synthesize speaker and listener in a unified movement and is exemplified in both the traditional Black church service and Black music groups--singing and instrumental, gospel and rock. This "is such a natural, habitual dynamic in black communication that blacks do it quite unconsciously when rapping with other blacks" (Smitherman, 1977, p. 118).

Signification "refers to the verbal art of insult in which a speaker humorously puts down, talks about, needles--that is, signifies on--the listener" (p. 120). Signifying can be done to make a point, or for fun; it can be both light and heavy; or it can be a witty one-liner, a series of loosely related statements, or a cohesive discourse on one point. For example:

Signification has the following characteristics: indirection, circumlocution; metaphor; metaphorical-imagistic (but images rooted in everyday, real world); humorous, ironic, rhythmic fluency and sound; teachy but not preachy; directed at person or persons usually present in the situational context (siggers do not talk

behind yo back); punning, play on words;  
introduction of the semantically or logically  
unexpected (Smitherman, 1977, p. 121).

Therefore, signifying is a skillful use of verbal dexterity to teach or to convey messages.

Tonal semantics refer to the use of voice rhythms and voice inflections to convey meaning. The "voice is employed like a musical instrument with improvisations, riffs, and all kinds of playing between the notes" (p. 134). This device is used to tap the "listeners' souls and inner beings in the same way that the musicians use the symbolic language of music to strike inward responsive chords in his listeners' hearts" (p. 134). Sound and sense are crucial to the delivery of the "Word"; thus, "strictly semantic meaning is combined and synthesized with lyrical balance, cadence, and melodious voice rhythm" (p. 135). This aspect of the Black language, like other aspects of style, is rooted in African background. The closest examples in English are word pairs like permit/permit--suspect/suspect which are pronounced one way as a verb, another as a noun (Smitherman, 1977).

Black language tonal semantics are represented in these types: talk-singing, talking and singing at a high point in speaking or singing; repetition and alliteration--word play,

words, and sounds are repeated in succession, both for emphasis and for effect (Jessie Jackson's "pimp, punk, prostitute, preacher, Ph.D."); intonational contouring, specific use of stress and pitch in pronouncing words (yeah, un-huh); and rhyme (after while, crocodile--split the scene, jelly bean) (Smitherman, 1977).

Narrative sequencing relates to the story telling tradition often associated with "Toasts and other types of folklore, as well as the plantation tales of old" (p. 147). Story-tellers are located in every city and in every nook of the Black community--street corners, front porches, bars, churches, hospitals, unemployment lines, and welfare lines. They take on the characteristics of their characters; thus, they mimic the voice, gestures, and posture of each person in the narration of events (Smitherman, 1977).

These modes of discourse are vividly demonstrated in dual language, Black English and Standard English, in Geneva Smitherman's fascinating, informative Talkin and Testifyin, an important and controversial book in which she "provides the immediacy of a culture, language, and experience that ranges from African villages and Motown, from myth to reality, from the sacred to the secular." She

touches the deep roots of the psychology of Black English, born out of Black Experience (Smitherman, 1977, Jacket Notes, n.d.).

### Attitudes Toward Black English

Educators generally agree that most disadvantaged Negro children speak a variety of English other than Standard English, the dialect used by educators and speakers and taught in school (Blodgett and Cooper, 1973, Williams, 1976). In discussing this variety of English, Smitherman (1979) maintains that for the nearly four hundred years African people have lived in the United States, there have been many commentaries "attesting to the uniqueness of black speech." These commentaries range from "Speaking Negro" recorded by Justice Hathorne (1692) and Sarah Kemble Knight (1705) to a more detailed linguistic description of "Negro English" recorded by James A. Harrison in 1884. Similarly, Leonard Bloomfield (1933) discussed "Creolized English of the southern slaves whose speech may have influenced local types of substandard or even of Standard English," and Lorenzo D. Turner (1949) did a comprehensive study of Gullah (cited in Smitherman, 1979). By different commentators, Black speech was deemed both "structurally and functionally

adequate" and "socially and educationally inadequate" (p. 202).

According to a 1971 summary report of Bases for Applying Linguistics and Anthropology (BALA), a collection of studies for the Center of Applied Linguistics, Washington, D.C., Hayes and Taylor (1971) had this to say about Black English:

The existence of a Black Standard English in the South is confirmed by the frequency of dialect switching (between standard and non-standard) reported by many students in all-black high schools in that region. The language situation of many blacks in the South may thus be concentrated in a relatively uncomplicated Standard-Nonstandard continuum which follows the class lines within the black community (p. 3).

More recent studies have recorded Black speech under many guises: Black Language, Black Vernacular English, Ebonics, Afro-Americanese, Nonstandard Negro English, Black Dialect, Black Idiom, Black Nonstandard Dialect, Ghettoese, Ghetto Slang, Black Talk, Black English, Black English Vernacular, and in a more picturesque guise, Language of Hip, Language of the Soul, or Spoken Soul. This unique Black language, under whatever designated title, has been accepted by linguists as a different but highly structured language system (Baratz, 1969).

An added dimension of Black English is that it has allowed Blacks to create a culture of survival in an alien land (Smitherman, 1979). Universal Black suffering, and commonality of suffering as a result of their blackness, may have had a major influence in the existence of Black English (Haskins and Butts, 1973). Black English, then, is the language that Afro-Americans invented out of frustration, alienation, and dissatisfaction, a defense against white Americans (K. Taylor, 1968). Abrahams (1970) affirmed that Black English could not be defined solely by its syntactic and phonological components but should be defined along many dimensions:

the rules of appropriateness for different occasions; the ways in which the speaker relates to his hearers and what he expects in return; the kinds of speaking devices which separate one segment of the group from another; and those which unite the community in the face of a common threat (p. 27).

In 1976, Abrahams added, "In spite of the large amount of study of Black language research, there is no clear understanding of just what 'Black English' means." He concluded that Black English is not just a linguistic system "but rather the total expressive system of Black culture" (p. 7).

This unique Black language has been defined by some authors as impoverished and deficient, consisting of many

errors in pronunciation, articulation, vocabulary, and syntax (Raph, 1967; Bereiter and Englemann, 1966). Other authors view this language as a systematic but underdeveloped language, leading to cognitive deficits (Deutsch, 1967; Hess and Shipman, 1965). Linguists, however, have accepted this language as different from Standard English but fully developed as a system (Baratz, 1969; Bailey, 1968; Shuy, 1964).

The varying definitions of the nature of Black English appear to lead to varying attitudes toward the language, usually to marking the user as inferior to members of other groups (Woodworth, 1971; Putnam and O'Hern, 1955; Harms, (1961). In a 1973 pilot study, Di Guilio reported a strong anti-Black English feeling, and Granger, Mathews, Quay, and Verner (1977) found that children who spoke Standard English were rated and ranked more positively than their nonstandard speaking counterparts. The data indicated that the teacher respondents were not objective in their evaluations of children's performance but were strongly influenced by the speech patterns of the children. These researchers maintained these findings have "implications for teacher education in that they strongly indicate that teachers should be trained to develop an understanding that their attitudes toward a child's speech may hamper their ability to evaluate the child objectively" (p. 796).

Naremore (1971) and Williams, Whitehead, and Miller (1971) found that teachers considered nonstandard dialect speakers to be less adequate in their speech than speakers of Standard English. In general, it was suggested by Hall and Turner (1974) and Quay (1975) that children who speak nonstandard dialects may not experience difficulty in comprehending Standard English; but Granger, et al (1977) maintained that their nonstandard speech may indirectly hinder their academic success.

Many linguists have investigated teachers' attitudes toward nonstandard dialects and have formulated many theories. Some of these theories concern dialect material development, bidialectalism, neutralization (avoiding forms that are different in Black English and Standard English), experience charts (gradual transition into printed material), and English as a second language. Seymour (1973) stated, however, that the most effective way to deal with Black English is instruction designed to broaden the pupils' understanding of language variety. He wrote:

Teachers can help speakers of Black English understand that failure to learn to speak Standard English may keep them from moving into the larger society and that

facility with the mainstream dialect can be a key to the release of their full potential (p. 64).

### Related Research Literature

Selected language attitude studies concerning the variables sex, race, personal educational background, level of preparation, years of teaching experience, and teaching content area contribute to this study.

Lamb (1975) investigated elementary teachers' attitudes toward Black dialect and analyzed the expressed attitudes in terms of specific population variables: sex, age, race, educational background, and teaching experience. In a questionnaire survey administered to teachers at five mid-western schools, he found there was no significant relationship reported for these variables. In a similar study, a group of thirty teachers, a significant correlation was discovered between the age of the teacher and the level of permissiveness toward nonstandard dialects. However, no significant correlation was found between race of teacher and permissiveness toward nonstandard dialects or between years of teaching experience and the level of permissiveness toward nonstandard dialects. Men reported a more permissive

attitude toward nonstandard dialects than women; however, both male and female teachers with more extensive academic backgrounds appeared more permissive toward nonstandard dialects than teachers with less extensive academic backgrounds.

Naremore (1971), in a factor analysis of the responses of thirty-three inner-city teachers, found they fell into four groups, differing from one another in various dimensions of language attitude judgments:

- |        |      |   |
|--------|------|---|
| Factor | I,   | 9 white teachers. This group exhibited racial bias;   |
| Factor | II,  | 5 Negro, 5 white teachers. This group was most accurate, rating high status children of both races above low status children of both races across the scales; |
| Factor | III, | 3 Negro, 5 white teachers. This group exhibited racial bias, rating white children above black children; and  |
| Factor | IV,  | 4 Negro, 2 white teachers. This group rated girls above boys.   |

The expected influence was race. Naremore interpreted these factors thus:

There was a number of reasons for expecting race to influence the subjective responses a teacher might have to children's language. Most black teachers have undoubtedly had more contact with, and even more experience with, Standard English than most white teachers have had with black speech patterns. One would expect the black teachers, then, to be more sensitive to the

details of the speech of both white and black children, and the white teachers to respond to the speech of the black children on a fairly gross level, not being sensitive to the subtle details of the dialect. It is also likely that black teachers might be more willing than the white teachers to recognize a black child as high status in this study. Since the white teachers are likely to have had most of their contact with black speech in the schools, and since these teachers work in inner-city, often economically deprived school areas, they are likely to associate sounding black with sounding low status. The black teachers, in contrast, are more likely to have had experience with middle-class blacks and are not so likely to associate race and social status in this way (p. 23).

Blodgett and Cooper (1973) studied responses to a definition of Black English and to the use of Black English. They found that 50 percent of the Black teachers chose definitions characterizing Black dialect as a complete but nonstandard language, while 20 percent chose definitions suggesting that Black dialect is an underdeveloped language consisting of many grammatical errors, poor pronunciation, and deficient vocabulary. The majority of both Black and white appeared to accept Black dialect as a complete but nonstandard language. However, while accepting the dialect on these terms, they reported attempts to eliminate Black dialect from the speech of children. Black teachers also indicated that parents should eliminate the dialect from

their speech. Blodgett and Cooper educed that children who spoke Black English were viewed "as less intelligent than non-dialect speaking children by over 50% of the white teachers and by over 25% of the black teachers" surveyed (p. 132).

Taylor summarized his 1971 study data into four content categories: (1) Structure of Nonstandard and Black English, (2) Consequences of Using and Accepting Nonstandard English, (3) Philosophies Concerning Use and Acceptance of Nonstandard English, and (4) Cognitive and Intellectual Abilities of Speakers of Black English. Teachers' responses to each category were analyzed as a function of the following variables: (1) geographical location of teaching assignment, (2) sex, (3) race, (4) field(s) of college degree(s), (5) number of years of teaching experience, (6) grade assignments, (7) racial composition of school, and (8) parents' education.

Taylor concluded that in the overall trend from all the geographical areas studied, excluding topics dealing with the structure of nonstandard and Black Dialects, the majority of teacher responses tended to reveal positive to neutral opinions. Even though positive attitudes seemed

to be present, there remained a substantial core of negative attitudes which should in reality be dealt with. Across all the content categories, teachers with three to five years of teaching experience responded with more positive attitudes than beginning teachers and teachers with ten or more years of experience, and teachers from predominantly Black schools and mixed schools tended to be more positive in their attitudes than teachers from predominantly white schools. No differences appeared in attitudes between male and female respondents. Black teachers were slightly more positive; but the responses indicated that "black teachers appear to be teachers first" (Taylor, 1971, p. 199). There was little difference between professed attitudes of Northern and Southern teachers.

The content categories appeared to be independent; however, the "most negative attitudes were expressed toward the category dealing with the structure of nonstandard and Black dialects while the most positive attitudes were expressed in the area of the consequences of using dialects in the schools" (Taylor, 1971, p. 199). On the bases of his analysis, Taylor concluded that "teachers do not appear to have a single, generic attitude toward dialects, but, rather

differing attitudes depending upon the particular aspect of dialect being discussed." In other words, the content categories "appear to be independent" (pp. 197, 199). For example, Taylor reported that linguistic structure was what teachers found most objectionable about nonstandard dialects. "Language structure, after all, is what teachers are formally taught in schools and colleges, whereas, positions in the other three categories are more judgmental, subjective, and less substantiated by data" (p. 199). Taylor interpreted this fact as indication that teachers are open and willing to try new approaches to teaching. The cognitive category is much more complex. Taylor concluded "that most teachers do not recognize the contradiction implied by their separate views on language as unrelated to intelligence on the one hand and the primacy of Standard English on the other" (p. 200).

### Summary

Studies centered on the language of Black Americans have centered on the many controversies of just what Black English is and where it fits into the mainstream of American society. The many aspects of the cultural heritage of Black Americans would appear to refute the deficit and

deprivation theories that stigmatize Blacks both rhetorically and linguistically and point to the important role teachers play in influencing the self-concept of the Black English speaker. The needs of the Black student are best served when teachers are sensitive to the differences between Black English and Standard English. More importantly, the needs of the Black student are best served when teachers dispel the myth that biological deficiencies are responsible for the language spoken by about 80 percent of Black Americans.

## Chapter 3

### METHODOLOGY

This study was designed primarily to determine what language attitudes toward Black English were held by teachers at selected historically Black colleges in the East Texas area. Data were collected using the Language Attitude Scale, Form 1, developed and standardized by Dr. Orlando L. Taylor. Data were gathered during the months from November, 1980, through January, 1981. The study was descriptive in nature.

#### Selection of Subjects

The subjects for this study were faculty members of three selected historically Black institutions: Texas College, Tyler, Texas; Jarvis Christian College, Hawkins, Texas, and Wiley College, Marshall, Texas. These three colleges were selected because they are similar with respect to curriculum organization, student classification, instructional methods, size, and racial composition of both faculty and student body. Each college is a church-related institution of higher learning with the ultimate purpose of uplifting countless ethnic minority students from their economic, educational, and social deprivations and preparing

them adequately for entering the mainstream of American life. The number of subjects was 115, an available non-random sample or intact sample.

### Instruments

Two instruments used to collect data for the study were (1) Demographic Information Questionnaire, and (2) Language Attitude Scale, Form 1.

The Demographic Information Questionnaire was designed to solicit information relating to the variables: sex, race, personal educational background, level of educational preparation, years of teaching experience, and college teaching content area.

The Language Attitude Scale, Form 1, was developed by Dr. Orlando L. Taylor (1971) for use in a study conducted to investigate the effects of language and dialect differences on school learning. The investigation was in the form of several interrelated studies under the project name Bases for Applying Linguistics and Anthropology (BALA) for the Center of Applied Linguistics, Washington, D.C. Subsequent research directed at the Center confirmed reliability, standardization, and validity of the instrument.

The Language Attitude Scale is a Lickert-type scaling

instrument which involves self-evaluation of opinions in five graduations on a set of language statements. There are two forms of the Language Attitude Scale. Each form contains twenty-five items selected for the form from an initial pool of 117 items on a basis of response patterns on each item of the most Pro Black English teachers (top twenty-five percent) versus those of the most Con Black English teachers (bottom twenty-five percent). Therefore, the scale was designed to solicit data on what the teachers thought about non-standard and Black English (BE), and how (or if) this dialect should be used in the classroom (p. 175).

Form 1 of the Language Attitude Scale was selected as the data collection instrument for this study. The form contains twenty-five items randomly distributed across four content categories:

	Number Pro BE items	Number Con BE items
1. Structure and inherent usefulness of nonstandard and Black English dialects	4	4
2. Consequences of using and accepting nonstandard and Black English in the educational setting	4	4
3. Philosophies concerning the use and acceptance of nonstandard and Black dialects	4	4
4. Cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English	—	<u>1</u>
Total	12	13

For statistical purposes, subjects' responses to each Language Attitude Scale item were scored according to an arbitrary scoring system with the numerical values:

- (a) 1 point for strong disagreement with a positive statement;
- (b) 2 points for mild disagreement with a positive statement;
- (c) 5 points for strong agreement with a positive statement;
- (d) 4 points for mild agreement with a positive statement;
- (e) 1 point for strong agreement with a negative statement;
- (f) 2 points for mild agreement with a negative statement;
- (g) 5 points for strong disagreement with a negative statement;

- (h) 4 points for mild disagreement with a negative statement; and
- (i) 3 points for any no opinion response.

These numerical values followed those set by Taylor (1971).

A copy of each instrument, the Demographic Information Questionnaire and the Language Attitude Scale, Form 1, is included with this study as Appendix 3.

#### Steps Toward Development of the Study

After the selection subjects and instruments, the following steps were taken to develop this study:

1. Approval to do the study at the selected colleges was obtained from the appropriate authorities: Dr. John P. Jones, Academic Dean, Texas College; Dr. Lee Hensley, Dean of Academic Services, Jarvis Christian College; and Dr. David R. Houston, Vice President for Academic Affairs, Wiley College. Letters of approval are included with this study as Appendix 4.

2. Permission to use the Language Attitude Scale, Form 1, was obtained from Dr. Orlando L. Taylor, Graduate Research Professor, Howard University, Washington, D.C. See Appendix 5.

3. The methods utilized for securing data were presented to the research committee for approval. The

committee unanimously decided the rights and welfare of the subjects involved were adequately protected as the data collection instruments neither presented a potential for physical risk nor presented a potential for psychological risk to the subjects. Anonymity of each participant and each participating college was assured. See letters of transmittal, Appendix 6.

#### Collection of Data

A list of faculty members at Texas College and Wiley College was received early in September, 1980, and questionnaires were sent to each through campus mailing. Included with the questionnaires were a letter of transmittal and a stamped, self-addressed envelope. Each return envelope was coded only for follow-up purposes. On January 15, 1981, the same procedure was repeated with respect to Jarvis Christian College. The reason for the separate mailings was due to a college SACS Self-Study at Jarvis Christian College during the Fall 1980 semester.

Participants were assured anonymity; neither respondent nor college name was requested. All returned forms were received by Mrs. Janice Brothers, Office of the Academic Dean, Texas College. Mrs. Brothers checked the returned

envelopes against the coded list, destroyed the return envelope, and held completed forms for the period designated. Follow-up letters were sent December 9, 1980, to Texas College and Wiley College nonrespondents, and the same procedure was repeated with respect to Jarvis Christian College on January 21, 1981.

Seventy-three questionnaires were completed and returned. This number constituted a 63.4 percent return rate. Forty-two questionnaires were not returned. The responses were fewer than anticipated; however, those received appeared to adequately represent a cross-section of faculty members at small historically Black colleges. Although no statistics were requested concerning the race of listed faculty members, generally speaking, there are fewer non-Black teachers than Black teachers and fewer non-Black female teachers than non-Black male teachers. The 63.4 percent return rate was accepted for this study.

#### Data Analysis

After the data were collected, the Language Attitude Scale responses were submitted to a personal cross-tabulation of response categories: strong disagreement, mild disagreement, strong agreement, mild agreement, and

no opinion, according to the designated values set forth on pages 60 and 61 of this study. This information submitted to a cross-tabulation computer program allowed the viewing of each variable as a function of any other variable or group of variables. Means were computed for each category across the variables: sex, race, personal educational background, level of educational preparation, years of teaching experience, and content teaching area with reference to the Language Attitude Scale (LAS) Area I, the Language Attitude Scale (LAS) Area II, the Language Attitude Scale (LAS) Area III, and the Language Attitude Scale (LAS) Area IV.

The specific computer statistical tests used for the statistical analyses of the null hypotheses were:

$H_0 1. . . H_0 12$  were submitted to a two-way analysis of variance (ANOVA) to determine if there was a significant difference in the language attitude mean scores between sexes, to determine if there was a significant difference in the language attitude mean scores among races, and to determine if there was a significant interaction between sex and race with reference to LAS Areas I, II, III, and IV.

$H_0$  13. . .  $H_0$  16 were submitted to a one-way analysis of variance (ANOVA) to determine if there was a significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level with reference to LAS Areas I, II, III, and IV.

$H_0$  17. . .  $H_0$  20 were submitted to a t-test to determine if there was a significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to LAS Areas I, II, III, and IV.

$H_0$  21. . .  $H_0$  24 were submitted to a t-test to determine if there was a significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to LAS Areas I, II, III, and IV.

$H_0$  25. . .  $H_0$  28 were submitted to a t-test to determine if there was a significant difference in the language attitude mean scores among teachers according to personal

educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to LAS Areas I, II, III, and IV.

$H_0$  29. . .  $H_0$  32 were submitted to a one-way analysis of variance (ANOVA) to determine if there was a significant difference among the language attitude mean scores of teachers according to level of preparation with reference to LAS Areas I, II, III, and IV.

$H_0$  33. . .  $H_0$  36 were submitted to a one-way analysis of variance (ANOVA) to determine if there was a significant difference among the language attitude mean scores of teachers according to years of teaching experience with reference to LAS Areas I, II, III, and IV.

$H_0$  37 was submitted to a multiple regression statistical analysis (SPSS-20) to determine if there were correlations between variables sex, race, personal educational background, level of educational preparation, and years of teaching experience with college teaching content area.

### Summary

A study of language attitudes was conducted at three historically Black colleges of comparable size in the East

Texas area from September, 1980, to January, 1981. A self-report, Lickert-type scale questionnaire validated and standardized by Dr. Orlando L. Taylor was used to gather data for the study. Information collected from teacher respondents was statistically analyzed to determine if any significant differences existed between the expressed language attitudes of teachers and the expressed philosophical stance of the three selected colleges.

## Chapter 4

### RESULTS

The purpose of this chapter is to present the data gathered from respondents from three historically Black colleges from November, 1980, to January, 1981. Results from this survey are summarized and presented as a function of each of the following language attitude areas: Area I, Structure and inherent usefulness of nonstandard and Black English dialects; Area II, Consequences of using and accepting nonstandard and Black English in the educational setting; Area III, Philosophies concerning the use and acceptance of nonstandard and Black English dialects; and Area IV, Cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English.

The statistical results are organized in two sections. Section one presents descriptive statistics with reference to information gathered by means of a demographic information questionnaire and a language attitude scale. Section two presents statistical analyses with reference to the disposition of the thirty-seven hypotheses previously stated.

Summary of Demographic Information

Table 1 illustrates the number and percentage of respondents with reference to sex and race.

Table 1  
Respondents According to Sex and Race

Sex	Race	Number	Percentage
Male	Black	29	40
	White	9	12
	Other	5	7
		<u>43</u>	<u>59</u>
Female	Black	25	34
	White	3	4
	Other	2	3
		<u>30</u>	<u>41</u>
Totals		73	100

Tables 2A and 2B present a summary of background information gathered by means of a demographic information questionnaire. Responses were analyzed as a function of the following variables: sex, race, personal educational background, level of educational preparation, years of teaching experience, and college teaching content area.

Table 2A

## Educational Background by Sex and Race: K-12

Educational Background	Male			Female			Total
	B	W	O	B	W	O	
K-2							
P.B.	23	0	0	22	0	0	45
P.W.	4	8	3	0	3	0	18
Intg.	<u>2</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>10</u>
N=	29	9	5	25	3	2	73

## Abbreviations:

Predominantly Black: P.B.

Predominantly White: P.W.

Integrated: Intg.

Table 2B

## Educational Background by Sex and Race: College

Educational Background	Male			Female			Total
	B	W	O	B	W	O	
Undergraduate							
H.B.	24	0	0	22	0	0	46
H.W.	5	9	5	3	3	0	25
Master's							
H.B.	14	0	0	9	0	0	23
H.W.	13	3	5	16	3	0	45
Post Master's							
H.B.	2	0	0	1	0	0	3
H.W.	13	7	4	16	2	0	47

## Abbreviations:

Historically Black: H.B.

Historically White: H.W.

Tables 2A and 2B establish that a greater percentage of teachers at the three historically Black colleges surveyed are Black teachers who have received a greater percentage of their education prior to the master's level at predominantly Black institutions. At the master's level, however, the number of Black male teachers who attended historically Black colleges decreased from 56 percent to 35 percent, whereas the number who attended historically white colleges increased from 12 percent to 33 percent. Contrarily, a larger number of the Black female teachers attended historically white institutions: 36 percent attended historically Black colleges, whereas 64 percent attended historically white colleges.

At the post-master's level, the percentage of Black male and Black female teachers who attended historically white colleges increased in the following manner: two, or ten percent, of the Black male teachers attended historically Black colleges, whereas 18, or 90 percent attended historically white colleges. One, or five percent, of the Black female teachers attended an historically Black college. All other subjects except those who were educated outside the United States attended historically white colleges.

Table 3

## Educational Degrees by Sex and Race

Level of Degree	Male			Female			Total
	B	W	O	B	W	O	
B.S. - B.A.	2	1	0	0	0	0	3
M.S. - M.A.	7	1	1	9	2	1	21
Post Master's	12	2	0	10	1	1	26
Ed.D. - Ph.D.	<u>8</u>	<u>5</u>	<u>4</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>23</u>
N=	29	9	5	25	3	2	73

Table 3 illustrates that 47 percent of the male subjects are Black with post-master's degrees; 16 percent are white with post-master's degrees; and nine percent are other ethnic groups with post-master's degrees. Therefore, seventy-two percent of the male subjects hold degrees above the master's level. Of the female subjects, 53 percent are Black females who hold post-master's degrees. Six percent are other ethnic groups holding post-master's degrees. Thus, 59 percent of the female subjects hold degrees above the master's level.

Table 4

## Years of Experience by Sex and Race

Years Teaching	Male			Female			Total
	B	W	O	B	W	O	
1 - 5	10	0	1	6	2	1	20
6 - 10	2	4	1	1	1	1	10
11 - 15	2	5	0	5	0	0	12
16 - 20	4	0	2	1	0	0	7
21 - Over	<u>11</u>	<u>0</u>	<u>1</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>24</u>
N=	29	9	5	25	3	2	73

In Table 4, data indicate that a greater number of Black male subjects have 1 - 5 and over 21 years of teaching experience: 10, or 34 percent, have 1 - 5 years of experience and 11, or 38 percent, have over 21 years of experience. White male subjects have 6 - 10 or 11 - 15 years of teaching experience, whereas the other ethnic groups have 1 - 5 years or 16 and above years of teaching experience. The greatest percentage of Black female subjects have over 21 years of teaching experience: 12, or 48 percent, whereas 6, or 24 percent, have 1 - 5 years of experience. Five, or 20 percent, of the Black female subjects have 11 - 15 years of teaching experience, whereas white and other ethnic group female subjects have 1 - 5 or 6 - 10 years of experience.

Table 5

## Teaching Content Area by Sex and Race

Content Area Taught	Male			Female			Total
	B	W	O	B	W	O	
Business	5	1	0	3	0	0	9
Fine Arts	5	0	0	3	0	0	8
Physical Education	3	0	0	0	0	0	3
Language Arts	1	1	2	7	3	0	14
Natural Science	6	2	2	0	0	0	10
Physical Science	2	0	0	1	0	0	4
Religion	0	0	0	0	0	0	0
Social Science	2	3	0	3	0	1	9
Teacher Education	4	1	1	7	0	0	13
Other							
Military Science	1	1	0	0	0	0	2
Vocational Home							
Economics	0	0	0	1	0	0	1

The analyzed data of Table 5 show that the greatest number of responses from male subjects was in the science fields: Natural Science, 10; Physical Science, 2; Military Science, 2; an overall 45 percent of the male responses. The greatest number of responses from female subjects was from the Language Arts (10) and the Teacher Education (7) areas--an overall 57 percent of the female responses.

Tables 6A and 6B present the number of teachers responding to statements in the Language Attitude Scale, Area I.

Table 6A

Frequency Distribution of Positively Stated Items in Terms of Sex and Race  
Area I

Structure and inherent usefulness of nonstandard and Black English Dialects

Item	Positive	Sex	Race	D	N	A	Sex	Race	D	N	A
5	Male	B	21	6	2	Female	B	16	3	6	
		W	5	4	0		W	1	1	0	
		O	1	2	2		O	2	0	0	
10	Male	B	18	6	4	Female	B	12	7	4	
		W	3	5	1		W	3	0	0	
		O	2	0	2		O	1	1	0	
14	Male	B	13	7	9	Female	B	11	1	11	
		W	3	3	3		W	2	0	0	
		O	1	1	3		O	2	0	0	
23	Male	B	12	5	2	Female	B	12	2	11	
		W	3	2	5		W	1	0	3	
		O	1	0	4		O	0	1	1	

75

## Abbreviations:

Black: B      Disagree: D  
 White: W      Neutral: N  
 Other: O      Agree: A

Table 6B

## Frequency Distribution of Negatively Stated Items in Terms of Sex and Race

## Area I

Structure and inherent usefulness of nonstandard and Black English Dialects

Item	Negative	Sex	Race	D	N	A	Sex	Race	D	N	A
2		Male	B	13	1	15	Female	B	9	1	14
			W	2	1	6		W	0	1	2
			O	0	0	2		O	1	0	1
9		Male	B	17	4	8	Female	B	11	3	8
			W	0	2	1		W	0	2	1
			O	1	0	1		O	1	0	1
12		Male	B	10	5	14	Female	B	9	3	13
			W	3	2	4		W	0	0	3
			O	4	1	0		O	1	0	1
15		Male	B	6	6	17	Female	B	9	5	11
			W	1	4	4		W	0	0	3
			O	1	2	2		O	1	0	1

## Abbreviations:

Black: B

Disagree: D

White: W

Netural: N

Other: O

Agree: A

With a few exceptions, the frequency data of Tables 6A and 6B indicate that both male and female teachers responded negatively more frequently to positive statements than positively to positive statements with reference to the structure and inherent usefulness of nonstandard and Black English dialects. Both male and female responses are closely balanced in Item 23: Nonstandard English is as effective for communication as is Standard English; however, the responses show a slightly more negative attitude. Table 6B shows that male teachers agreed more frequently than they disagreed with negative statements with the exception of Item 9: Black English is an inferior language system. A greater number of male teachers disagreed, whereas female teacher responses are relatively equal in distribution. More female teachers agreed with Item 12: Black English sounds sloppy, whereas the male teacher responses are relatively equal in distribution.

Tables 7A and 7B present the number of teachers responding to statements in the Language Attitude Scale, Area II.

Table 7A  
Frequency Distribution of Positively Stated Items in Terms of Sex and Race  
Area II  
Consequences of using and accepting nonstandard and Black English  
in the educational setting

Item	Positive	Sex	Race	D	N	A	Sex	Race	D	N	A
3	Male	B		13	1	15	Female	B	14	0	11
			W	4	1	4			W	2	0
			O	2	1	2			O	1	1
8	Male	B		18	4	7	Female	B	12	3	10
			W	4	3	2			W	2	0
			O	1	0	4			O	1	1
13	Male	B		16	8	5	Female	B	19	0	6
			W	5	2	2			W	2	0
			O	1	1	3			O	1	1
16	Male	B		12	3	14	Female	B	10	2	12
			W	5	2	2			W	0	1
			O	1	0	4			O	0	1

Abbreviations:

Black: B	Disagree: D
White: W	Netural: N
Other: O	Agree: A

Table 7B  
Frequency Distribution of Negatively Stated Items in Terms of Sex and Race  
Area II  
Consequences of using and accepting nonstandard and Black English  
in the educational setting

Item	Negative	Sex	Race	D	N	A	Sex	Race	D	N	A
1		Male	B	15	1	10	Female	B	7	5	17
			W	4	2	3		W	0	1	2
			O	3	0	2		O	1	1	0
4		Male	B	12	2	15	Female	B	10	2	12
			W	3	2	3		W	1	0	2
			O	4	0	1		O	0	0	1
11		Male	B	22	1	6	Female	B	17	3	5
			W	6	2	1		W	3	0	0
			O	5	0	0		O	1	0	1
21		Male	B	10	4	15	Female	B	10	2	13
			W	2	2	5		W	2	0	1
			O	1	1	3		O	1	0	1

Abbreviations:

Black: B	Disagree: D
White: W	Netural: N
Other: O	Agree: A

Table 7A indicates that male and female subjects almost equally oppose one another on Item 3: Attempts to eliminate Black English in school result in a situation which can be psychologically damaging to black children. More male teachers agreed, whereas more female teachers disagreed. It is interesting to note that neither the majority of Black male or female teachers agreed with Item 8: Black English must be accepted if pride is to develop among black people. Both male and female teachers disagreed with Item 13: If use of Black English were encouraged, speakers of Black English would be more motivated to achieve academically. A slight majority of both sexes agreed with Item 16: When teachers reject the native language of a student, they do him great harm. The non-Black females who responded to the question either responded with a neutral attitude or agreed.

In the negative category, responses to Item 1: The scholastic level of a school will fail if teachers allow Black English to be spoken, indicate that male teachers are in opposition to female teachers; more male teachers disagreed, whereas more female teachers agreed. Responses

reveal that both male and female teachers agreed by a slight margin with Item 4: Continued usage of a nonstandard dialect of English would accomplish nothing worthwhile for society, and Item 21: Acceptance of nonstandard dialects of English by teachers will lead to a lowering of standards in schools. Both male and female teachers responded with a slightly more positive attitude toward Item 11: Black English should be considered a bad influence on American culture and civilization. Other responses reveal a relatively equal distribution of attitudes.

Tables 8A and 8B present the number of teachers responding to statements in the Language Attitude Scale, Area III.

Table 8A  
Frequency Distribution of Positively Stated Items in Terms of Sex and Race  
Area III  
Philosophies concerning the use and acceptance of  
nonstandard and Black English Dialects

Item	Positive	Sex	Race	D	N	A	Sex	Race	D	N	A
6	Male	B	21	5	3	Female	B	18	1	6	82
		W	6	2	1		W	3	0	0	
		O	1	0	4		O	2	0	0	
18	Male	B	17	3	9	Female	B	19	0	8	
		W	4	1	4		W	2	0	1	
		O	2	0	3		O	2	0	0	
19	Male	B	17	6	6	Female	B	13	3	9	
		W	6	1	2		W	3	0	0	
		O	2	0	3		O	1	0	1	
22	Male	B	7	3	13	Female	B	13	3	8	
		W	1	3	5		W	0	2	1	
		O	1	0	4		O	1	1	0	

Abbreviations:

Black: B	Disagree: D
White: W	Neutral: N
Other: O	Agree: A

Table 3B

## Frequency Distribution of Negatively Stated Items in Terms of Sex and Race

## Area III

Philosophies concerning the use and acceptance of  
nonstandard and Black English Dialects

Item	Negative	Sex	Race	D	N	A		Sex	Race	D	N	A
7		Male	B	10	3	16		Female	B	9	2	14
			W	2	0	6			W	0	1	2
			O	3	0	2			O	0	0	1
17		Male	B	4	2	23		Female	B	3	0	22
			W	0	2	5			W	0	0	3
			O	1	0	4			O	0	0	2
20		Male	B	14	3	12		Female	B	13	3	9
			W	3	1	5			W	1	1	1
			O	2	1	2			O	0	0	2
24		Male	B	1	3	25		Female	B	7	2	16
			W	0	2	7			W	7	0	2
			O	1	1	3			O	0	0	2

33

## Abbreviations:

Black: B

Disagree: D

White: W

Neutral: N

Other: O

Agree: A

Table 3A indicates that both male and female teachers hold a more negative than positive attitude regarding Item 6: Teachers should allow black students to use Black English in the classroom and regarding Item 18: In a predominantly black school, Black English as well as Standard English should be taught. In Item 19: Widespread acceptance of Black English is imperative, however, male teachers hold a more negative attitude than female teachers. The responses among female teachers are relatively equal in distribution. Responses to Item 22: Nonstandard English should be accepted socially, indicate a more positive attitude among male teachers than female teachers. A more positive than negative attitude is revealed by both male and female teachers as a result of responses to all items in Area III, Negative, except Item 20: The sooner we eliminate nonstandard dialects of English, the better. There was a relatively equal distribution across all response categories.

Area IV of the Language Attitude Scale contains only one negative statement. The responses to this item are presented in Table 9.

## Frequency Distribution of Negatively Stated Item in Terms of

## Sex and Race

## Area IV

Cognitive and intellectual abilities of speakers or  
speakers of nonstandard and Black English

Item	Negative	Sex	Race	D	N	A
25		Male	B	6	4	19
			W	0	4	5
			O	2	1	2
25		Female	B	11	2	12
			W	1	0	2
			O	1	1	0

## Abbreviations:

Black: B                      Disagree: D  
White: W                      Neutral: N  
Other: O                      Agree: A

Responses to Item 25: One successful method for improving the learning capacity of speakers of Black English would be to replace their dialect with Standard English, show that male teachers demonstrated a slight trend toward a negative attitude as 60 percent agreed, 19 percent disagreed, and 21 percent indicated a neutral attitude. Among

female teachers, however, the responses were more equally distributed in positive attitudes (13) and negative attitudes (14) with three neutral responses: 43 percent agreed, forty-seven disagreed, and 10 percent were neutral.

### Statistical Analyses of Hypotheses

Results from the Language Attitude Scale survey of the three historically Black colleges are presented and summarized in the following tables as a function of each of the variables: sex, race, personal educational background, level of educational preparation, years of teaching experience, and teaching content area. The .05 level of significance was used to evaluate the F-ratios.

Null hypotheses 1 through 12 state in combination:

- H<sub>0</sub> 1 - 4: There is no significant difference between the language attitude mean scores among male and female teachers with reference to LAS Areas I, II, III, and IV.
- H<sub>0</sub> 5 - 8: There is no significant difference between the language attitude mean scores among races of teachers with reference to the LAS Areas I, II, III, and IV.
- H<sub>0</sub> 9 - 12: There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Areas I, II, III, and IV.

Tables 10A and 10B present a summary of the adjusted means by sex and race for a two-way analysis of these two variables.

Table 10A  
Summary of Adjusted Means by Sex and Race

Male

Area	Number	Adjusted Means
Sex: Male		
Area I		
Black	28	20.7500
White	10	19.7000
Other	5	27.8000
Area II		
Black	28	23.0814
White	10	22.8000
Other	5	29.6000
Area III		
Black	28	18.8571
White	10	17.8000
Other	5	26.2000
Area IV		
Black	28	2.3571
White	10	2.3000
Other	5	2.8000

Table 10B

## Summary of Adjusted Means by Sex and Race

Female

Area	Number	Adjusted Means
Sex: Female		
Area I		
Black	25	20.5200
White	3	19.0000
Other	2	18.0000
Area II		
Black	25	21.8800
White	3	22.3333
Other	2	21.0000
Area III		
Black	25	18.4800
White	3	18.3333
Other	2	10.5000
Area IV		
Black	25	2.8400
White	3	3.8000
Other	2	4.5000

Table 11A

Two-Way ANOVA: Variables Sex and Race to  
Components in the Language Attitude Scale

Area I: Structure and inherent usefulness of nonstandard  
and Black English dialects

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F	P
Sex	20.535	1	20.535	0.281	0.598
Race	143.357	2	71.679	0.982	0.380
Interaction Sex - Race	118.495	2	59.247	0.812	0.448

N=73

Table 11B

Area II: Consequences of using and accepting nonstandard  
and Black English in the educational setting

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F	P
Sex	49.972	1	49.972	0.718	0.400
Race	120.242	2	60.121	0.864	0.426
Interaction Sex - Race	74.936	2	37.468	0.539	0.586

Table 11C

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Source Variation	Sum of Squares	Degree of Freedom	Mean Squares	F	P
Sex	40.448	1	40.448	0.648	0.424
Race	69.113	2	34.557	0.554	0.577
Interaction Sex - Race	314.216	2	157.108	2.517	0.088

N=73

Table 11D

Area IV: Cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English

Source Variation	Sum of Squares	Degree of Freedom	Mean Squares	F	P
Sex	6.410	1	6.410	2.767	0.101
Race	4.128	2	2.064	2.064	0.415
Interaction Sex - Race	1.929	2	0.065	0.416	0.661

N=73

The data in Tables 11A, 11B, 11C, and 11D reveal no significant difference at the .05 level of significance. Language attitude mean scores of teachers neither differ significantly with reference to sex and race nor reveal any

significant interaction among teachers according to sex and race with reference to the Language Attitude Scale Areas I, II, III, and IV. Therefore, null hypotheses one through 12 were not rejected.

Null hypotheses 13 through 16 state in combination:

H<sub>0</sub> 13 - 16: There is no significant difference in the mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to LAS Areas I, II, III, and IV.

Table 12A

One-Way ANOVA: Variable Educational Background K-12  
to Components in the Language Attitude Scale

Area I: Structure and inherent usefulness of nonstandard  
and Black English dialects

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups*	44.7027	2	22.3513	0.301	0.7408
Within Groups	5117.9501	69	71.1732		

Table 12B

Area II: Consequences of using and accepting nonstandard and Black English in the educational setting

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups	34.8528	2	17.4264	0.24	0.7825
Within Groups	4884.1332	69	70.7845		
N=71					

Table 12C

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups	97.0046	2	48.5023	0.76	0.4686
Within Groups	4366.9955	69	63.2889		
N=71					

Table 12D

Area IV: Cognitive and intellectual abilities of speakers  
or speakers of nonstandard and Black English

Source Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups	9.2964	2	4.6482	2.110	0.1290
Within Groups	152.0230	69	2.2032		

N=71

\*  
Explanation of Levels:  
Predominantly Black Schools  
Predominantly White Schools  
Integrated Schools

The data in Tables 12A, 12B, 12C, and 12D reveal no significant difference at the .05 level of significance. Language attitude mean scores do not differ among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to LAS Areas I, II, III, and IV. Therefore hypotheses 13 - 16 were not rejected at the .05 level of significance.

Null hypotheses 17 through 20 state in combination:

H<sub>0</sub> 17 - 20: There is no significant difference in the language attitude mean scores among teachers according to personal educational

background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to LAS Areas I, II, III, and IV.

Table 13A

T-test: Variable Education at the Undergraduate Level  
to Components in the Language Attitude Scale

Area I: Structure and inherent usefulness of nonstandard  
and Black English dialects

Variation	N	M	SD	T	df	2-t P
H.B. Inst.**	46	20.3913	8.585	-0.74	69	.463*
H.W. Inst.	25	21.9600	8.484			

\* $p < .05$

Table 13B

Area II: Consequences of using and accepting nonstandard  
and Black English in the educational setting

Variation	N	M	SD	T	df	2-t P
H.B. Inst.	46	22.5000	8.156	-0.74	69	.463*
H.W. Inst.	25	24.0400	8.829			

\* $p < .05$

Table 13C

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Variation	N	M	SD	T	df	2-t P
H.B. Inst.	46	18.6522	7.475	-0.60	69	.552*
H.W. Inst.	25	19.8400	8.901			

\* $p < .05$

Table 13D

Area IV: Cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English

Variation	N	M	SD	T	df	2-t P
H.B. Inst.	46	2.5870	1.586	-0.07	69	.943
H.W. Inst.	25	2.5600	1.387			

\*\* Historically Black Institution  
Historically White Institution

The data of Tables 13A, 13B, 13C, and 13D reveal statistical data concerning language attitudes of teachers who attended historically Black colleges and those who attended historically white colleges. Tables 13A, 13B and 13C reveal a significant difference in language attitude mean scores with reference to LAS Areas I, II, and III.

Teachers who attended historically Black institutions revealed significantly more positive than negative attitudes toward statements in these areas, whereas teachers who attended historically white institutions revealed significantly more negative attitudes toward statements in these areas. Therefore, the null hypotheses with reference to LAS Areas I, II, and III were rejected at the .05 level of significance. Responses with reference to Area IV revealed no significant difference in response patterns; thus, the null hypothesis with reference to the cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English was not rejected at the .05 level of significance.

Null hypotheses 21 through 24 state in combination:

H<sub>0</sub> 21 - 24: There is no significant difference in the language attitude mean scores among teachers according to personal background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to LAS Areas I, II, III, and IV.

Table 14A

T-test: Variable Education at the Master's Level  
to Components in the Language Attitude Scale

Area I: Structure and inherent usefulness of nonstandard  
and Black English dialects

Variation	N	M	SD	T	df	2-t <sup>2</sup> P <sup>2</sup>
H. B. Inst.**	23	20.4783	9.361	-0.41	65	.684
H. W. Inst.	44	21.3854	8.221			

Table 14B

Area II: Consequences of using and accepting nonstandard  
and Black English in the educational setting

Variation	N	M	SD	T	df	2-t P
H. B. Inst.	23	23.2174	8.051	-0.14	65	.887
H. W. Inst.	44	22.3864	8.558			

Table 14C

Area III: Philosophies concerning the use and acceptance  
of nonstandard and Black English dialects

Variation	N	M	SD	T	df	2-t P
H. B. Inst.	23	18.0345	7.345			
H. W. Inst.	44	19.6818	8.100	-0.81	65	.420*

\* $p < .05$

Table 14D

Area IV: Cognitive and intellectual abilities of speakers  
or speakers of nonstandard and Black English

Variation	N	M	SD	T	df	2-t P
H. B. Inst.	23	2.4783	1.534			
H. W. Inst.	44	2.5455	1.470	-0.18	65	.862

\*\*Historically Black Institutions  
Historically White Institutions

Tables 14A, 14B, and 14D reveal there is no significant difference in the means of teachers between those who attended historically Black colleges and those who attended historically white colleges in LAS Areas I, II, and IV; however, there is a significant difference in the means of subjects in LAS Area III. Therefore, the null hypotheses

with reference to Areas I, II, and IV were not rejected. The null hypothesis with reference to Area III is rejected, however, at the .05 level of significance. Teachers who attended historically Black colleges responded with a more positive attitude than those who attended historically white colleges with reference to philosophies concerning the use and acceptance of nonstandard and Black English dialects.

Null hypotheses 25 through 28 state in combination:

H<sub>0</sub> 25 - 28: There is no significant difference in the language attitude means among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to LAS Areas I, II, III, and IV.

Table 15A

T-test: Variable Education at the Post-Master's Level  
to Components in the Language Attitude Scale  
Area I: Structure and inherent usefulness of nonstandard  
and Black English dialects

Variation	N	M	SD	T	df	2-t P
H.B. Inst.**	4	10.5000	1.291	-2.96	48	.005*
H.W. Inst.	46	22.6522	8.125			

\* < .05

Table 15B

Area II: Consequences of using and accepting nonstandard and Black English in the educational setting

Variation	N	M	SD	T	df	2-t P
H. B. Inst.	4	16.7500	3.096			
				-1.73	48	.090*
H. W. Inst.	46	24.0217	8.280			

\* $p < .05$

Table 15C

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Variation	N	M	SD	T	df	2-t P
H. B. Inst.	4	8.7500	1.500			
				-3.00	48	.004*
H. W. Inst.	46	20.0217	8.310			

\* $p < .05$

Table 15D

Area IV: Cognitive and intellectual abilities of speakers  
or speakers of nonstandard and Black English

Variation	N	M	SD	T	df	2-t P
H.B. Inst.	4	1.5000	1.000			
H.W. Inst.	46	2.8043	1.558	-1.64	48	.103*

\*p .05

Tables 15A, 15B, 15C, and 15D show there is a significant difference in the language attitude mean scores between teachers who attended historically Black colleges and those who attended historically white colleges. Null hypotheses twenty-five through 28 are rejected at the .05 level of significance. Teachers who attended historically Black colleges produced a significant trend toward positive responses, whereas teachers who attended historically white colleges demonstrated a more negative trend.

Null hypotheses 29 through 32 state in combination:

H<sub>0</sub> 29 - 32: There is no significant difference in the language attitude mean scores among teachers according to the level of educational preparation with reference to the LAS Areas I, II, III, and IV.

Table 16

Summary of Adjusted Group Means for Level of Preparation

Group	Level of Preparation			
	1	2	3	4
Area I	24.3333	22.4000	22.7241	23.7143
Area II	21.0000	18.0000	18.5517	19.7142
Area III	3.6667	2.4000	2.8866	2.3333
Area IV	70.6767	62.2000	65.6207	67.0952

## Explanations:

B.S. - B.A.:	1
M.S. - M.A.:	2
Post-Master's:	3
Ed.D. - Ph.D.:	4

Table 17A

One-Way ANOVA: Variable Level of Preparation

to Components in the Language Attitude Scale

Area I: Structure and inherent usefulness of nonstandard and Black English dialects

Source	Sum of Squares	df	Mean Squares	F	P
Between Groups*	59.3243	3	19.7748	0.267	0.8491
Within Groups	4893.5455	49	74.1059		

Table 17B

Area II: Consequences of using and accepting nonstandard and Black English in the educational setting

Source	Sum of Squares	df	Mean Squares	F	P
Between Groups	25.4408	3	8.4803	0.120	0.9483
Within Groups	4893.5455	69	70.9209		

Table 17C

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Source	Sum of Squares	df	Mean Squares	F	P
Between Groups	46.5694	3	15.5231	0.235	0.8717
Within Groups	4559.4582	69	66.0791		

Table 17D

Area IV: Cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English

Source	Sum of Squares	df	Mean Squares	F	P
Between Groups	8.1907	3	2.7302	1.186	0.3215
Within Groups	158.8230	69	2.3018		

\*Explanations of Levels of Preparation:

B.S. - B.A.

Post-Master's

M.S. - M.A.

Ed.D. - Ph.D.

Tables 17A, 17B, 17C, and 17D illustrate that there is no significant difference in the language attitude mean scores with reference to level of educational preparation according to responses to statements in LAS Area I, II, III, and IV. Null hypotheses 29 through 32 were not rejected.

Null hypotheses 33 through 36 state in combination:

$H_0$  33 - 36: There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to LAS Areas I, II, III, and IV.

Table 18

Summary of Adjusted Group Means for Teaching Experience

Group	Years of Teaching Experience				
	1	2	3	4	5
Area I	21.6111	25.7000	22.7273	20.0000	18.0000
Area II	22.8889	23.2000	24.3636	23.4286	20.2000
Area III	19.1111	24.1000	20.5455	18.7143	15.7600
Area IV	2.7778	3.4000	2.8182	2.1329	2.1600

Explanation:

1 - 5: 1  
 6 - 10: 2  
 11 - 15: 3  
 16 - 20: 4  
 21 - Over: 5

Table 19A

One-Way ANOVA: Variable Teaching Experience  
to Components in the Language Attitude Scale

Area I: Structure and inherent usefulness of nonstandard  
and Black English dialects

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups*	492.0885	4	123.0221	1.795	0.1404
Within Groups	4524.5595	66	68.5539		

Table 19B

Area II: Consequences of using and accepting nonstandard  
and Black English in the educational setting

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups	488.3060	4	122.0765	1.824	0.1347
Within Groups	4417.6378	66	66.9339		

Table 19C

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups	547.2260	4	136.8065	2.329	0.0651
Within Groups	3877.3936	66	58.7484		

Table 19D

Area IV: Cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Between Groups	13.7903	4	3.4476	1.5444	0.1977
Within Groups	147.3646	66	2.2328		

\*Explanation of Years of Teaching Experience:

- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 - Over

Data observed as presented in Tables 19A, 19B, 19C, and 19D are not inconsistent with the null hypotheses at the .05 level of significance; therefore,  $H_0$  33 - 36 were not rejected.

Null hypothesis 37 states:

- H<sub>0</sub> 37: There is no significant correlation of language attitudes among teachers according to the variables: sex, race, personal educational background, level of educational preparation, and years of teaching experience and their teaching content area with refernece to the LAS Areas I, II, III, and IV.

Teachers' responses were submitted to a stepwise multiple regression computer analysis as a function of any other variable or group of variables. Each correlation was followed by a test of significance. When a variable or sub-variable was used optimally and simultaneously and the means were not statistically different, that variable or sub-variable was deleted by computer analysis. The following table presents and summarizes the results of the total statistics for LAS Areas I, II, III, and IV.

Table 20

Multiple Regression: Each Variable as A Function  
of Any Other Variable or Group of Variables  
to Components in the Language Attitude Scale

Variable	Multiple R	R Square	Beta
Sex*	0.62659	0.39261	0.37682
Race (Black)	0.68848	0.47400	-0.31320
Race (White)	0.69414	0.48183	-0.11820
Per. Ed. M.	0.69685	0.48560	-0.10681
Per. Ed. P-M	0.34256	0.11735	0.34459
Level of Prep. P-M	0.70199	0.49280	0.10501
Yrs. Exp. 21+	0.61152	0.37395	-0.23793
Content Area			
1	0.67278	0.45264	-0.26017
2	0.70483	0.49679	-0.11272
4	0.66174	0.43791	-0.40577
5	0.70670	0.49942	0.06619
6	0.49686	0.24687	0.10603
7	0.44307	0.19631	-0.18497
8	0.58750	0.34516	-0.36890
9	0.68275	0.46615	-0.18998
10	0.69864	0.48810	-0.15225

\*See Tables 1 through 5 for variable code.

The Multiple R's, as illustrated in Table 20, provide an index as to the accuracy of the prediction of correlations among variables as a function of any other variable or group of variables for this study. No significant correlation is reported. It is interesting to note, however, that the

highest correlations occur in the variables race (white), 0.69414; personal educational background at the master's level, 0.69685; content area 10 (Military Science and Vocational Home Economics), 0.69864; level of educational preparation at the post-master's level, 0.70199; content area 2 (Fine Arts), 0.70483; and content area 5 (Social Science), 0.70670.

In addition, it is interesting to note that when the regression coefficients were converted into comparable units of Beta Weights, the best predictors were content area 4 (Language Arts), -0.40577; sex, 0.37682; content area 8 (Social Science), -0.36890; and personal educational background at the post-master's level, 0.34459. Note also that the variables Language Arts and Social Science are negatively correlated, whereas sex and personal educational background at the post-master's level are positively correlated.

The percentage criterion variance (R Square), however, shows that less than 50 percent of the time these variables would be useful in predicting a correlation among teachers' language attitudes with reference to the Language Attitude Scale Areas I, II, III, and IV.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research was designed to determine if there existed any incongruity between the language attitudes of teachers and the philosophical stance of three historically Black colleges with reference to Black English. Additionally, the study sought to determine if any significant differences existed among teachers' language attitudes as a function of the variables: sex, race, personal educational background, level of educational preparation, years of teaching experience, and college teaching content area.

#### Summary

Using a self-report Demographic Information Questionnaire, designed by the researcher, and a Language Attitude Scale, designed by Dr. Orlando L. Taylor, data were collected from November, 1980, through January, 1981. Of the 115 questionnaires supplied to the selected historically Black colleges, 73 were returned. This figure constituted a return rate of 63.4 percent. A majority of the respondents were Black, a majority of whom attended predominantly Black schools at the K-12 level and

historically Black colleges at the undergraduate level. At the post-master's level, however, a majority attended historically white colleges.

On the basis of the statistical analyses of the responses, the following results were observed.

Area I: Structure and inherent usefulness of non-standard and Black English dialects

Positive Statements:

A majority of the teachers agreed that Black English does not sound as good as Standard English and that Black English is not cool. A slight majority, however, agreed that Black English is a clear, thoughtful, and expressive language, and considered it to be as effective as Standard English for communication.

Negative Statements:

A majority of the teachers agreed that Black English is a misuse of Standard English, but disagreed that Black English is inferior as a language system. A majority agreed that Black English sounds sloppy; however, male teachers' attitudes were more equally divided than female teachers' attitudes. A majority of the female teachers responded negatively, agreeing that Black English sounds sloppy.

Both male and female teachers agreed that Black English has a faulty grammar system.

Area II: Consequences of using and accepting non-standard and Black English in the educational setting

Positive Statements:

Responses in this area indicate teachers agreed that attempts to eliminate Black English in school result in a situation which can be psychologically damaging to Black children. Contrarily, however, responses indicate that a majority disagreed that Black English must be accepted if pride is to develop among Black people. An overwhelming majority disagreed that if use of Black English were encouraged, speakers of Black English would be more motivated to achieve academically, but agreed that when teachers reject the native language of a student, they do him great harm.

Negative Statements:

A slight majority of teachers agreed that the scholastic level of a school will fail if teachers allow Black English to be spoken, and agreed that continued usage of a nonstandard dialect of English would accomplish nothing worthwhile for society. A larger number disagreed that

Black English should be considered a bad influence on American culture and civilization, but agreed by a slight margin that acceptance of nonstandard dialects of English by teachers would lead to lowering of standards in school.

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Positive Statements:

An overwhelming majority of teachers disagreed that teachers should allow Black students to use Black English in the classroom, and, at the same time, disagreed that in predominantly Black schools, Black English as well as Standard English should be taught. A majority disagreed that widespread acceptance of Black English is imperative. While an overall majority of the teachers agreed that nonstandard English should be accepted socially, a female majority disagreed.

Negative Statements:

A majority of the teachers disagreed that Black English should be encouraged, and overwhelmingly agreed that a teacher should correct a student's use of nonstandard English. However, there was an equal distribution of

attitudes concerning whether the sooner the elimination of nonstandard dialects of English, the better; but a large majority agreed that one of the goals of the American school system should be the standardization of the English language.

Area IV: Cognitive and intellectual abilities of speakers or speakers of nonstandard and Black English

Negative Statement:

The total responses in this area indicate that a majority of teachers agreed that one successful method for improving the learning capacity of speakers of Black English would be to replace their dialect with Standard English. Responses of the male teachers indicated a large majority agreed, whereas the responses of the female teachers were equally distributed. Significant differences occurred in language attitudes in this area between teachers who attended historically Black colleges and those who attended historically white colleges at the graduate level.

On the basis of further analyses, the following

results were observed:

1. Variables: Sex and Race,  $H_0$  1 - 12

A two-way analysis of variance was performed on the data for  $H_0$  1 - 12. When the sample means for the two levels of the variable sex (male and female) were averaged across the three levels of the variable race (Black, white, and other), the obtained F-ratio established there were no significant differences between the language attitude mean scores as a function of these variables with reference to the Language Attitude Scale Areas I, II, III, and IV. Similarly, analysis of the sample means indicated the difference between the means of any two levels of the variable sex was not significantly different from the means of each level of race (and the converse) with reference to the Language Attitude Scale Areas I, II, III, and IV. The statistical conclusion, therefore, is that there is no significant interaction among teachers' language attitudes according to sex and race. Thus,  $H_0$  1 - 12 were not rejected at the .05 level of significance. However, the significance might not have been achieved because of the relatively small number of non-Black ethnic subjects.

2. Variable: Personal Educational Background,  $H_0$  13 - 24

A. Sub-variable: K-12. A one-way analysis of variance performed on the data indicated that there was no significant difference between the language attitude mean scores of subjects who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to the Language Attitude Scale Areas I, II, III, and IV. Therefore,  $H_0$  13 - 16 were not rejected at the .05 level of significance.

B. Sub-variable: Undergraduate level. A t-test performed on the data revealed that there is a significant difference between the language attitude mean scores among teachers who attended historically Black colleges (level one of the variable race) and those who attended historically white colleges (all levels of the variable race) with reference to the Language Attitude Scale Areas I, II, and III. Therefore,  $H_0$  17 - 19 were rejected at the .05 level of significance. However, no significant difference was found in Area IV between language attitude mean scores of teachers who attended historically Black colleges (level one of the variable race) and those who attended historically

white colleges (all levels of the variable race).

Therefore,  $H_0$  20 was not rejected at the .05 level of significance.

Statistical analysis indicated that teachers who attended historically Black colleges revealed significantly more positive than negative attitudes toward statements regarding structure of Black English, consequences of using Black English, and philosophies of Black English, whereas teachers who attended historically white colleges revealed significantly more negative attitudes in these areas. Responses with reference to the cognitive and intellectual abilities of speakers of Black English indicated there was no significant difference in the language attitudes between teachers who attended historically Black colleges and those who attended historically white colleges.

C. Sub-variable: Master's level. A  $t$ -test performed on the data revealed no significant difference between the language attitude mean scores among teachers who attended historically Black colleges (level one of the variable race) and those who attended historically white colleges (all levels of the variable race) with reference to the Language Attitude Areas I, II, and IV. Therefore,  $H_0$  21,  $H_0$  22,

and  $H_0$  24 were not rejected at the .05 level of significance. There was a significant difference between the language attitude mean scores of teachers who attended historically Black colleges and those who attended historically white colleges with reference to Language Attitude Scale Area III. Therefore,  $H_0$  23 was rejected at the .05 level of significance. Teachers who attended historically Black colleges (level one of the variable race) responded with a more positive attitude than those who attended historically white colleges (all levels of the variable race) with reference to the philosophies concerning the use and acceptance of non-standard and Black English dialects.

D. Sub-variable: Post-Master's Level. A t-test performed on the data revealed that there is a significant difference between the language attitude mean scores among teachers who attended historically Black colleges (level one of the variable race) and those who attended historically white colleges (all levels of the variable race) with reference to the Language Attitude Scale Areas I, II, III, and IV. Teachers who attended historically Black colleges produced a significant trend toward positive responses,

whereas teachers who attended historically white colleges demonstrated a more negative trend. Therefore,  $H_0$  25 - 28 were rejected at the .05 level of significance.

3. Variable: Level of Preparation,  $H_0$  29 - 32

A one-way analysis of variance performed on the data revealed no significant difference between the language attitude mean scores among teachers according to the four levels of educational preparation (B.S.-B.A., M.S.-M.A., Post-Master's, and Ed.D.-Ph.D.) with reference to the Language Attitude Scale Areas I, II, III, and IV. Therefore,  $H_0$  29 - 32 were not rejected at the .05 level of significance.

4. Variable: Years of Teaching Experience,  $H_0$  33 - 36

A one-way analysis of variance performed on the data revealed no significant difference between the language attitude mean scores among teachers according to years of teaching experience (levels 1 - 5, 6 - 10, 11 - 15, 16 - 20, and 21 - Over) with reference to the Language Attitude Scale Areas I, II, III, and IV. Therefore,  $H_0$  33 - 36 were not rejected at the .05 level of significance.

5. Variable: Content Teaching Area with all other Variables,  $H_0$  37

A step-wise multiple regression analysis performed on

the data revealed no significant correlations between the language attitude Multiple R's according to the variables: sex, race, personal educational background, level of preparation, years of teaching experience, and content teaching area with reference to the Language Attitude Scale Areas I, II, III, and IV. Such analyses reveal no significant correlation at the .05 level of significance. For a comprehensive distribution of null hypotheses see Appendix 7.

### Conclusions

In relation to the purposes of this study and within the limitations established, the following conclusions seem to be valid:

1. That each dialect should be recognized as acceptable and appropriate in specific and identifiable contexts.
2. That teachers should be sensitive to and be able to find ways to channel Black English creativity and verbal dexterity by increasing Black English speakers' understanding of language variety.
3. That the educational system should not only

recognize Black English speakers' abilities and their cultures but should also draw upon these strengths to build toward economic and social assimilation.

### Recommendations

In view of the findings and conclusions of this study, the following recommendations seem pertinent.

1. Studies similar to this should be conducted in other geographic areas.
2. Studies similar to this should be conducted at historically Black institutions other than small, private colleges.
3. Studies similar to this should be conducted to compare language attitudes at historically Black colleges with language attitudes at historically white colleges.
4. A more comprehensive study, using both questionnaires and personal interviews, should be conducted using aspiring teachers as a target population.
5. Teacher preparation programs should include dialect training through the Teacher Education program, or through in-service programs.
6. A survey should be conducted to determine the philosophical stances held by school administrators with

reference to teachers' language attitudes in predominantly Black urban areas.

### Discussion

The distribution of responses across the five response categories of the Language Attitude Scale, Form 1, supports the conclusion of Dr. Orlando L. Taylor's 1971 study. Teachers do not exhibit a single, generic attitude toward Black English but rather exhibit varying attitudes from topic to topic, depending upon the particular aspect being discussed.

At the three historically Black colleges surveyed, the data reveal an overall negative attitude toward nonstandard or Black English in the educational setting but a more favorable attitude toward a language variation in the social setting. Although teachers agreed there could be psychological damage when a child's native language is rejected, they disagreed that it would be advantageous to the student not to be corrected in the classroom. That is, neither should the Black student be allowed to use Black English as a part of the school curriculum, nor should he be taught Black English as a part of the school curriculum. Additionally, teachers agreed that the use of Black English

would not motivate students to achieve academically. Therefore, according to the majority of responses, the school system should endeavor to standardize the English language.

These findings were not inconsistent with the philosophical stance held at the three historically Black colleges surveyed. Like all schools and colleges they are committed to promotion of an acceptable command of Standard English for all their students, with an ultimate goal to uplift the countless ethnic minority students from "all sections of the world from their economic, educational and social deprivations," and prepare "them adequately for entering the mainstream of American life" (Wiley College Catalog, 1978-80, p. 15).

The implication of this study seems to be that teachers are primarily educators and that their foremost priority is to equip their students with the necessary skills to realize their fullest potential.

## APPENDIX 1

### ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

Advanced Institutional Development Program

Texas College

OBJECTIVES

General Goals

- I. THE STUDENT WILL BE ABLE TO APPLY IN HIS WRITING THE BASIC CONCEPTS, ELEMENTS, AND PROCESSES OF COMMUNICATION THEORY.
- II. THE STUDENT WILL BE ABLE TO APPLY IN HIS WRITING HIS UNDERSTANDING OF THE BASIC NATURE AND CHARACTERISTICS OF LANGUAGE.
- III. THE STUDENT WILL BE ABLE TO UNDERSTAND THE PRINCIPLES INVOLVED IN WRITING CLEAR, UNIFIED, WELL-STRUCTURED, AND MECHANICALLY CORRECT ESSAYS, AND BE ABLE TO APPLY THESE PRINCIPLES IN HIS WRITING.
- IV. THE STUDENT WILL UNDERSTAND AND BE ABLE TO APPLY THE BASIC PRINCIPLES OF RESEARCH.

COMPETENCY OBJECTIVES

1. The student will be able to indicate sources of noise in a given essay, and suggest appropriate corrections.
2. The student will be able to evaluate a given essay, indicating:
  - a. the organizational pattern(s) followed
  - b. the adequacy or inadequacy of the introductory paragraph(s).
  - c. the adequacy or inadequacy of the development of the central idea(s).
  - d. the adequacy or inadequacy of transitions between paragraphs
  - e. the adequacy or inadequacy of the concluding paragraph(s)
3. The student will be able to write 6 expository essays of at least 750 words, each of which:
  - a. develops according to a different basic pattern of organization
  - b. has an introductory paragraph that clearly states the main idea(s) or purpose of the essay

- c. has at least 3 paragraphs in the body of the paper that effectively support and develop the main idea or purpose stated in the introduction
- d. has effective transitions between paragraphs
- e. has effective paragraphs, each of which contains topic and concluding sentences (when appropriate) and specific, concrete details
- f. has not more than 3 different spelling errors
- g. has no serious grammatical errors, and not more than three grammatical flaws. A serious grammatical error would be:

- i. run-on sentence
- ii. unintentional sentence fragment
- iii. comma splice

A grammatical flaw would be in:

- i. subject-verb agreement
- ii. pronoun antecedent agreement
- iii. indefinite pronoun reference
- iv. case error
- v. tense inconsistency
- vi. dangling or misplaced modifier
- vii. non-parallelism

- h. has not more than a total of 3 instances of omitted, superfluous, or incorrect punctuation
  - i. demonstrates an appropriate style and tone for the subject matter and intended audience
4. The student will understand and be able to demonstrate in writing the following research skills:
- a. deciding on a topic
  - b. finding and evaluating sources
  - c. outlining
  - d. note-taking
  - e. use of primary and secondary sources
  - f. quotation
  - g. documentation
  - h. summary

APPENDIX 2

CHARACTERISTICS OF BLACK ENGLISH WHICH REFLECT  
THE STRUCTURE OF THE DIALECT

# CHARACTERISTICS OF BLACK ENGLISH WHICH REFLECT THE STRUCTURE OF THE DIALECT

Linguistic Categories	Characteristics	Examples	
		Standard English	Black English
Phonological differences			
Initial position	Merging of /f/ with /th/	thigh	fie
	Merging of /v/ with /th/	Thou	vow
Medial position	Deletion of /r/	Carol	cal
	Merging of /i/ and /e/	pen	pin
	Merging of /v/ with /th/	mother	movver
	Merging of /f/ with /th/	birthday	birfday
Final position	Deletion of /r/	sore	saw
	Deletion of /l/	Saul	saw
	Simplification of consonant clusters:		
	/st/	past	pass
	/ft/	left	leff
	/nt/	went	wen
	/nd/	wind	wine
	/zd/	raised	raise*
	/md/	aimed	aim*
	/ks/	six	sick
	/ts/	it's	it*
	/lt/	salt	saught

\*These items also are morphological differences.

# Characteristics - Continued

Linguistic Categories	Characteristics	Examples	
		Standard English	Black English
Morphological differences			
Future	Loss of final /l/	you'll	you
Past Tense	Simplification of final consonants such as: /st/ /nd/	passed loaned	pass loan
Plural	Deletion of final /s/ and /z/	50 cents 3 birds	50 cent 3 bird
Syntactical difference			
Auxiliary verb	Deletion of auxiliary	He is going.	He goin.
Subject expression	repetition of subject	John lives in New York.	John, he live in New York.
Verb form	Substitution of past participle for simple past form	I drank the milk.	I drunk the milk.
Verb agreement	Deletion of /s/ for third person singular present tense	He runs home.	He run home.

# Characteristics - Continued

Linguistic Categories	Characteristics	Examples	
		Standard English	Black English
Future form	Substitution of a variation of present progressive tense	I will go home	I'ma go home.
Negation	Use of double negative	I don't have any.	I don't got none.
In definite article	Deletion of /n/	I want an apple.	I want a apple.
Pronoun form	Substitution of objective for nominative case	We have to do it.	Us got to do it.
Preposition	Difference in preposition	He is over at his friend's house.	He is over to his friend house.
Copula (be)	Use of durative <u>be</u> for <u>is</u>	He is here all the time.	He be here.

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(Bryen, 1974, p. 593)

## APPENDIX 3

### STATISTICAL INSTRUMENTS

### Demographic Information Questionnaire

1. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Race: Black \_\_\_\_\_ White \_\_\_\_\_ Other \_\_\_\_\_
3. Personal Educational Background:  
K - 12 Predominantly Black Institution \_\_\_\_\_  
Predominantly White Institution \_\_\_\_\_  
Integrated Institution \_\_\_\_\_  
Undergraduate Historically Black Institution \_\_\_\_\_  
Historically White Institution \_\_\_\_\_  
Master's Historically Black Institution \_\_\_\_\_  
Historically White Institution \_\_\_\_\_  
Post Master's or  
Terminal Degree Historically Black Institution \_\_\_\_\_  
Historically White Institution \_\_\_\_\_
4. Level of Educational Preparation:  
B.S. - B.A. \_\_\_\_\_ Ed.D. - Ph.D. \_\_\_\_\_  
M.S. - M.A. \_\_\_\_\_ Other \_\_\_\_\_  
Post Master's \_\_\_\_\_ Please Specify \_\_\_\_\_
5. Years of Teaching Experience:  
1 - 5 \_\_\_\_\_ 11 - 15 \_\_\_\_\_  
6 - 10 \_\_\_\_\_ 16 - 20 \_\_\_\_\_  
21 - Over \_\_\_\_\_
6. College Teaching Content Area:  
Business Education \_\_\_\_\_  
Fine Arts \_\_\_\_\_  
Health and Physical Education \_\_\_\_\_  
Language Arts \_\_\_\_\_  
Natural Science \_\_\_\_\_  
Physical Science \_\_\_\_\_  
Religion \_\_\_\_\_  
Social Science \_\_\_\_\_  
Teacher Education \_\_\_\_\_  
Other \_\_\_\_\_  
Please Specify \_\_\_\_\_

# LANGUAGE ATTITUDE SCALE

Strongly Disagree----SD

Mildly Disagree----MD

Strongly Agree----SA

Mildly Agree----MA

Neutral----N

1. The scholastic level of a school will fail if teachers allow Black English to be spoken.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
2. Black English is a misuse of Standard English.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
3. Attempts to eliminate Black English in school result in a situation which can be psychologically damaging to black children.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
4. Continued usage of a nonstandard dialect of English would accomplish nothing worthwhile for society.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
5. Black English sounds as good as Standard English.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
6. Teachers should allow black students to use Black English in the classroom.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
7. Black English should be discouraged.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
8. Black English must be accepted if pride is to develop among black people.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
9. Black English is an inferior language system.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
10. Black English is cool.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
11. Black English should be considered a bad influence on American culture and civilization.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
12. Black English sounds sloppy.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_

13. If use of Black English were encouraged, speakers of Black English would be more motivated to achieve academically.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
14. Black English is a clear, thoughtful, and expressive language.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
15. Black English has a faulty grammar system.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
16. When teachers reject the native language of a student, they do him great harm.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
17. A teacher should correct a student's use of Nonstandard English.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
18. In a predominantly black school, Black English as well as Standard English should be taught.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
19. Widespread acceptance of Black English is imperative.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
20. The sooner we eliminate nonstandard dialects of English, the better.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
21. Acceptance of nonstandard dialects of English by teachers will lead to a lowering of standards in school.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
22. Nonstandard English should be accepted socially.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
23. Nonstandard English is as effective for communication as is Standard English.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
24. One of the goals of the American school system should be the standardization of the English language.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_
25. One successful method for improving the learning capacity of speakers of Black English would be to replace their dialect with Standard English.  
SD \_\_\_\_\_ MD \_\_\_\_\_ N \_\_\_\_\_ MA \_\_\_\_\_ SA \_\_\_\_\_

### Language Attitude Scale Areas

Area I: The structure and inherent usefulness of non-standard and Black English dialects

#### Positive Statements:

- 5. Black English sounds as good as Standard English.
- 10. Black English is cool.
- 14. Black English is a clear, thoughtful, and expressive language.
- 23. Nonstandard English is as effective for communications as is Standard English.

#### Negative Statements:

- 2. Black English is a misuse of Standard English.
- 9. Black English is an inferior language system.
- 12. Black English sounds sloppy.
- 15. Black English has a faulty grammar system.

Area II: Consequences of using and accepting nonstandard and Black English in the educational setting

#### Positive Statements:

- 3. Attempts to eliminate Black English in school result in a situation which can be psychologically damaging to black children.
- 8. Black English must be accepted if pride is to develop among black people.
- 13. If use of Black English were encouraged, speakers of Black English would be more motivated to achieve academically.
- 16. When teachers reject the native language of a student, they do him great harm.

#### Negative Statements:

- 1. The scholastic level of a school will fail if teachers allow Black English to be spoken.
- 4. Continued usage of a nonstandard dialect of English would accomplish nothing worthwhile for society.

- 11. Black English should be considered a bad influence on American culture and civilization.
- 21. Acceptance of nonstandard dialects of English by teachers will lead to a lowering of standards in schools.

Area III: Philosophies concerning the use and acceptance of nonstandard and Black English dialects

Positive Statements:

- 6. Teachers should allow black students to use Black English in the classroom.
- 18. In a predominantly black school, Black English as well as Standard English should be taught.
- 19. Widespread acceptance of Black English is imperative.
- 22. Nonstandard English should be accepted socially.

Negative Statements:

- 7. Black English should be discouraged.
- 17. A teacher should correct a student's use of Nonstandard English.
- 20. The sooner we eliminate nonstandard dialects of English, the better.
- 24. One of the goals of the American school system should be the standardization of the English language.

Area IV: Cognitive and intellectual and intellectual abilities of speakers or speakers of non-standard and Black English

Negative Statement:

- 25. One successful method for improving the learning capacity of speakers of Black English would be to replace their dialect with Standard English.

APPENDIX 4

LETTERS FOR APPROVAL OF STUDY

**Texas College**  
**Tyler, Texas**

OFFICE OF THE DEAN

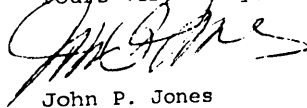
July 28, 1980

Mrs. Verna Wilbur  
614 Ravenwood  
Athens, TX 75751

Dear Mrs. Wilbur:

As both the president and I have verbally indicated to you, the college approves continuation of your dissertation study at Texas College, including your use of the Language Attitude Scale. We expect that you will have every possible degree of cooperation in this endeavor.

Yours very truly,



John P. Jones

jlb

cc: President Jimmy Ed Clark, Ph.D.



# JARVIS CHRISTIAN COLLEGE

HAWKINS, TEXAS 75765

August 7, 1980


Mrs. Verna Wilbert  
614 Ravenwood  
Athens, TX 75751

Dear Mrs. Wilbert:

The faculty of Jarvis Christian College will participate in your dissertation study of Language Attitudes of Teachers at Selected Historically Black Colleges as Measured by the Language Attitude Scale. We have tentatively agreed that the questionnaire will be administered during the second week in September 1980.

Best wishes as your dissertation progresses.

Very truly yours,

  
Lee Hensley  
Dean of Academic Services

LH:cjh

WILEY COLLEGE

MARSHALL, TEXAS 75670



July 24, 1980

Mrs. Verna Wilbur  
614 Ravenwood  
Athens, Texas 75751

Dear Mrs. Wilbur:

It was a joy meeting you and discussing the exciting research study you are proposing. Our institution wholeheartedly supports your study and has given approval for our faculty to participate. You may contact them at your convenience.

If I can be of further assistance to you, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "David R. Houston".

David R. Houston  
Vice President for Academic Affairs

DRH/wj



APPENDIX 5

LETTER FOR INSTRUMENT APPROVAL

HOWARD UNIVERSITY  
WASHINGTON, D. C. 20059

THE SCHOOL OF COMMUNICATIONS

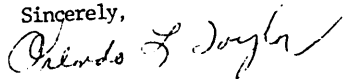
2 October 80

Mrs. Verna M. Wilbur  
614 Ravenwood  
Athens, Texas 75751

Dear Mrs. Wilbur:

As requested, I am providing you with formal permission  
to use my Language Attitude Scale, Form I for your research.  
Best of luck to you in your study. I look forward to reading  
the results.

Sincerely,



Orlando L. Taylor  
Graduate Research Professor

OLT.cyd

APPENDIX 6

LETTERS OF TRANSMITTAL

November 12, 1980

Faculty Member  
Texas College  
Jarvis Christian College  
Wiley College

Dear Colleague:

I am a candidate for a Ph.D. at Texas Woman's University, Denton, Texas. My dissertation research is in the field of communication arts. In order to complete the study, I am seeking information as to teachers' attitudes toward Black English at three historically Black institutions: Texas College, Tyler; Jarvis Christian College, Hawkins; and Wiley College, Marshall.

The instrument to be used in collecting data needed, the Language Attitude Scale, was developed and standardized by Dr. Orlando L. Taylor who has granted permission for its use. Dr. Taylor is a Graduate Research Professor at Howard University in Washington, D.C. The Demographic Information form requests information which will be used to analyze the attitude scale information. For example: Male teacher responses will be compared with female teacher responses. This method will be repeated for each of the categories on the Demographic Information form. Permission to contact you to complete the requested forms has been obtained from the appropriate academic officer of your institution: Dr. John P. Jones, Dr. Lee Hensley, and Dr. David R. Houston.

Anonymity is assured for each participant as well as each institution. Neither your name nor the name of your institution is requested. The completed forms are to be returned in the enclosed stamped, addressed envelop to Mrs. Janice Brothers, Secretary, Office of the Academic Dean, Texas College, 2404 North Grand, Tyler, Texas 75702. A method of checking returns has been established only as a means to identify persons to whom follow-up requests should be addressed. Only the completed forms will be forwarded to me to be included in the research. Therefore, your candid responses will most accurately contribute to the data to be analyzed.

Thank you for your assistance; it is an important factor in this study. If you desire any information about the results of the study, a copy of the completed dissertation will be in the academic offices of each of the three institutions.

Very truly yours,

Mrs. Verna Wilbur  
Assistant Professor  
Texas College

Note:

I UNDERSTAND THAT MY RETURN OF THIS QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

Faculty Member  
Texas College  
Jarvis Christian College  
Wiley College

Dear Colleague:

This letter is written with two important things in mind. First, I wish to express my appreciation for your assistance in my recent language attitude study at our historically Black colleges. Secondly, I wish to call your attention to certain provisions relating to such study as required by the Human Subjects Review Committee at Texas Woman's University. These provisions are: (1) that your anonymity was protected as neither your name nor the name of your institution was received as a part of the research information; (2) that your return of the questionnaires constituted your informed consent to act as a subject in this research; (3) that no medical service or compensation would be provided to subjects by the University as a result of injury from participation in the research; and (4) that you understood that you could withdraw from the study at any time.

I wish also to remind you that a copy of the study will be on file at your institution for your examination. At such time as the dissertation is completed and on file, I will appreciate your comments. You will be able to reach me through Texas College, or at my home address listed below.

Very truly yours,

Verna M. Wilbur  
614 Ravenwood  
Athens, Texas 75751

APPENDIX 7

DISPOSITION OF NULL HYPOTHESES

### Hypotheses Accepted at the .05 Level of Significance

- H<sub>0</sub> 1: There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area I.
- H<sub>0</sub> 2: There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area II.
- H<sub>0</sub> 3: There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area III.
- H<sub>0</sub> 4: There is no significant difference between the language attitude mean scores of male and female teachers with reference to the LAS Area IV.
- H<sub>0</sub> 5: There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area I.
- H<sub>0</sub> 6: There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area II.
- H<sub>0</sub> 7: There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area III.
- H<sub>0</sub> 8: There is no significant difference in the language attitude mean scores among races of teachers with reference to the LAS Area IV.
- H<sub>0</sub> 9: There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area I.
- H<sub>0</sub> 10: There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area II.
- H<sub>0</sub> 11: There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area III.

- H<sub>0</sub>12: There is no significant interaction among teachers' language attitudes according to sex and race with reference to the LAS Area IV.
- H<sub>0</sub>13: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to LAS Area I.
- H<sub>0</sub>14: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to LAS Area II.
- H<sub>0</sub>15: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to LAS Area III.
- H<sub>0</sub>16: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the K-12 level among those who attended predominantly Black schools, those who attended predominantly white schools, and those who attended integrated schools with reference to LAS Area IV.
- H<sub>0</sub>20: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area I.
- H<sub>0</sub>21: There is no significant difference in the language attitude mean scores among teachers according to

personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area II.

- H<sub>0</sub> 22: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area II.
- H<sub>0</sub> 24: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area IV.
- H<sub>0</sub> 29: There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to LAS Area I.
- H<sub>0</sub> 30: There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to LAS Area II.
- H<sub>0</sub> 31: There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to LAS Area III.
- H<sub>0</sub> 32: There is no significant difference in the language attitude mean scores among teachers according to level of educational preparation with reference to LAS Area IV.
- H<sub>0</sub> 33: There is no significant difference in the language attitude mean scores among teachers according to

years of teaching experience with reference to the LAS Area I.

H<sub>0</sub> 34: There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to the LAS Area II.

H<sub>0</sub> 35: There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to the LAS Area III.

H<sub>0</sub> 36: There is no significant difference in the language attitude mean scores among teachers according to years of teaching experience with reference to the LAS Area IV.

H<sub>0</sub> 37: There is no significant correlation of language attitudes among teachers according to the variables: sex, race, personal educational background, level of educational preparation, and years of teaching experience and thier teaching content area with reference to the LAS Areas I, II, III, and IV.

### Hypotheses Rejected at the .05 Level of Significance

- H<sub>o</sub> 17: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically white institutions with reference to the LAS Area I.
- H<sub>o</sub> 18: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area II.
- H<sub>o</sub> 19: There is no significant difference in the language attitude mena scores among teachers according to personal educational background at the undergraduate level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area III.
- H<sub>o</sub> 23: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area III.
- H<sub>o</sub> 25: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area I.
- H<sub>o</sub> 26: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area II.

- H<sub>o</sub> 27: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area III.
- H<sub>o</sub> 28: There is no significant difference in the language attitude mean scores among teachers according to personal educational background at the post-master's level between those who attended historically Black institutions and those who attended historically white institutions with reference to the LAS Area IV.

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