Local Identity and Ethnicity in Pittsburgh AAVE

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Introduction

Shelome Cocken and Meche Ethier

Local Identity and Ethnicity in Philippi Greek
2.1 Social and linguistic issues

2 Background

Research shows that there is a strong relationship between the development of working-class children and their educational attainment. This is particularly true for children from ethnic minority backgrounds. The relationship between social class and educational attainment has been well documented in previous research. However, recent studies suggest that this relationship may be changing. For example, research by Smith et al. (2002) suggests that the relationship between social class and educational attainment may be becoming less linear.

The relationship between social class and educational attainment is complex and influenced by a range of factors, including family background, community support, and individual characteristics. These factors interact in complex ways, and the relationship between social class and educational attainment is likely to be influenced by a range of other variables.

Much of what is known about language development is based on the speech of working-class children. The research suggests that this speech is characterized by a range of phonological and grammatical features that are not found in the speech of middle-class children. These features include a higher frequency of consonant clusters, a greater use of non-standard pronunciations, and a more frequent use of non-standard grammatical structures.

This research is important because it highlights the need for targeted interventions to support children from working-class backgrounds. These interventions should be designed to address the specific needs of these children and to provide them with the skills and support they need to succeed in school.


3. Data and Methods

Population:

As shown in Table 1 below, the highest level of education completed is that of a high school diploma or GED for a significant portion of the population involved in this study. The average age of the respondents was 35 years. The majority of the respondents were African American, and the majority of the respondents were female. The respondents were primarily from the city of Philadelphia, Pennsylvania. The respondents were asked to identify their race and ethnicity, and the majority identified as African American.

22. Sociopolitical Conditions

In addition to the factors described above, the respondents were asked about their exposure to local violence. A significant number of respondents reported experiencing violence, such as assault, robbery, or theft. The respondents were also asked about their exposure to discrimination, both in terms of employment and housing. A significant number of respondents reported experiencing discrimination in these areas.

Local Identity and Ethnicity in Philadelphia, PA

Final results are shown here. Further analysis will be conducted in a future report.
All names are pseudonyms.

The coding procedure was designed to

involving on the use of the Depression Scale, the Hannah score, and the post-intervention record.

The interviews were analyzed for

in these different neighborhoods. These interviews were analyzed for

in response to shorter, we explored two separate data sources

in African Americans. One of the/monophonic/and

in the [prenatal] speech and Socioeconomic Project. For

in the Psychological Record. Among speakers, we explored two separate data sources

in the code scheme, though those results are not

was also included in the code scheme, though those results are not

not only] were given a score of 2. The functional environment of all tokens

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TTS is produced in [t]. Tokens which were intonational (i.e., a partially

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in monophonic speech in [b], and the beginning and concluding of [w], so that it

in monophonic speech in [b], and the beginning and concluding of [w], so that it

in the monophonic condition of [w] and the beginning and

in the monophonic condition of [w] and the beginning and

in each of the monophone, the monophonic condition of [w] and the beginning and

in each of the monophone, the monophonic condition of [w] and the beginning and

in this case, speakers recall issues about the local dialect and the

in this case, speakers recall issues about the local dialect and the

throughout this text, speakers recall issues about the local dialect and the

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Particpants were recruited through flyers and introduction to friends-

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<table>
<thead>
<tr>
<th>Speaker</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booker</td>
<td>73</td>
</tr>
<tr>
<td>Linda</td>
<td>66</td>
</tr>
<tr>
<td>John</td>
<td>60</td>
</tr>
<tr>
<td>Rachel</td>
<td>44</td>
</tr>
<tr>
<td>Michael</td>
<td>44</td>
</tr>
<tr>
<td>Karen</td>
<td>38</td>
</tr>
<tr>
<td>Peter</td>
<td>70</td>
</tr>
<tr>
<td>Gina</td>
<td>56</td>
</tr>
<tr>
<td>Tony</td>
<td>46</td>
</tr>
<tr>
<td>Jennifer</td>
<td>41</td>
</tr>
<tr>
<td>Sophie</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 1: Speaker Characteristics
the tokens that received a score of 7. The same procedure was followed for /a/
more monophthongs /aw/ tokens than their African American counterparts.
Figure 1 reveals below, while Pittsburgh speakers produce considerably
characteristics were selected as significant. The effects of social categories
African Americans were considered by themselves. None of social
do not have African American produced as /aw/. Monophthongized (see Figure 1),
Only 6.9% of all tokens of /aw/ produced by African Americans were

4. Monophthongization of /aw/

in the speech of African Americans. Results for the two variables are
Acoustic analysis were done in order to determine which features existed the

4 Results

between African American and white speakers with respect to this variable.
sequence is low in African, we do not attribute a substantial difference
/bay/ is well below the level of awareness in the region. Because the
/bay/ are not predominant of /aw/ in the speech of Pittsburgh speakers which, in
While speakers at the same time, we expect to find considerable more
We predict that African Americans will largely avoid monophthongal
seen in this case done by one researcher and

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Although no social factor groups were significant in the analysis of

**Figure 1:** Percentage of /æw/ monophthongization for African American and

**Table 2:** African American monophthongization of /æw/ (social factor

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/24</td>
<td>11</td>
</tr>
<tr>
<td>24/48</td>
<td>5</td>
</tr>
<tr>
<td>48/96</td>
<td>3</td>
</tr>
<tr>
<td>6/18</td>
<td>6</td>
</tr>
<tr>
<td>8/16</td>
<td>5</td>
</tr>
<tr>
<td>School</td>
<td>58</td>
</tr>
<tr>
<td>Education</td>
<td>66</td>
</tr>
<tr>
<td>Age</td>
<td>52</td>
</tr>
<tr>
<td>Gender</td>
<td>50</td>
</tr>
<tr>
<td>Race</td>
<td>50</td>
</tr>
<tr>
<td>Gender x Race</td>
<td>50</td>
</tr>
</tbody>
</table>

**Second variable:** the backing and rounding of /a/ to [ɔ].

In the following section, we discuss the results of the
monophthongization (1/2), where African American speakers had a much lower
percentage of monophthongal /æw/ as compared to other groups (4/8). The articulation
was much more likely to produce /aw/ as a monophthongal /æw/ than in previous
studies. Where speakers were more likely to produce /aw/ or a

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Image: Bar chart showing percentage of [æw] and table 2: African American monophthongization of /æw/ (social factor analysis).
the same pattern obtains.

The gap between the two groups is smaller than that for monophonicization. A minority of 22% of /æ/ tokens are [æ]. It is important to note that although

white speakers as a whole produced and rounded [æ] /æ/ in the sample, with 72% of all /æ/ tokens produced by

African Americans in the sample, with 94% of all /æ/ tokens produced by

speakers produced substantially more [æ].

The rate of monophonicization of /æ/ by African Americans was higher than that by white speakers, which in this case came

from a replication study (Kreisberg and Wiensky 2003p). Once again, white

African Americans were more monophonic than the average

As with /æw/, monophonicization was then compared to the African

American groups. Table 3 provides the percentages for the social factor

American groups. Table 3 provides the percentages for the social factor

monophonicization. /æ/ was not affected by social factors within the African

American groups (see Figure 2). /æ/ was found for /æw/ in all groups. In

as above. For this variable, African Americans produced 22% of tokens of

the article /æ/ and rounding of /æ/. Followed the same procedure

42   Backing and rounding of /æ/
Figure 2: Percentage of backend and frontend /æ/ for African American and White speakers.
described in the following section.

Two of these speakers, Spanish and Khmer, are

beak and back/round and round

Figure 4: African American speaker effects for /aw/ nonphonologization and

<table>
<thead>
<tr>
<th>Speaker</th>
<th>/aw/ Nonphonologization</th>
<th>/aw/ Back/round and Round</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estill</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>Shuel</td>
<td>199</td>
<td>174</td>
</tr>
<tr>
<td>Booker</td>
<td>80</td>
<td>42</td>
</tr>
<tr>
<td>Ghana</td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td>Khmer</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>Jan</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>Lammy</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>Kaelh</td>
<td>52</td>
<td>39</td>
</tr>
<tr>
<td>Geardl</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Sabina</td>
<td>84</td>
<td>84</td>
</tr>
</tbody>
</table>

Table 4: African American speaker effects for /aw/ nonphonologization and
In the excerpt above, Sapirina points out a feature of Philadelphia speech patterns of the two. Other features of the dialect she does see a clear difference between the native English here. In the excerpt below, Sapirina remarks that when referred to Americans in Philadelphia, however, the only holds true for the receive and does not see a substitute pronunciation of Whores and American. While it is not surprising that they have this feature of the local dialect in their monophthongal /aw/ pronunciation. In their own pronunciation this is almost always cut off, the local dialect, the high-pitched sounds, and this a feature that is characteristic of Philadelphia speech patterns.
although Rodney objects to being told he sounds white, there is

Rodney 1 2 3 4 5 6
They say I sound White
They jumped on me for sounding white
Why aren't you sound, White
I think it's like White
That's not White
It's English

Rodney's speech does not quantify his speech—a sounding white
how other African American craftsmen use his speech—as sounding white.

27 Rodney

real marker for her and thus are avoided in her speech, but
the phonological. On the other hand, terms like "doo," "deed," and "deed"
her key claims in an autonoic local identity, placing her in the category of a
not present a counter for her in terms of regional identity, and in fact may help
for her monophthongization is more easily accounted for—often does
taken monophthongal or /w/ monophthongal will allow the speech of African
American in the city. Taken in this context, "doo" is a hyperbolic
when monophthongal, its English that substitution does not associate the shift in
which there is a difference in the way that Whites and African Americans
would've explanation above is provided in response to whether she

LOCAL IDENTITY AND ETHNICITY IN PITTSBURGH

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symbolic distinction from what is interpreted as "White speech". Other
researchers, however, question the notion that "White speech" is limited to the speech of African Americans. We
in particular, among the phonological features, which so clearly represent the

6 Summary and Conclusions

Other phonological features, such as African American and White
innocence into their own speech as well as their evaluation of the speech of
explains for their linguistic behavior. Such phonological cues gives
occlusion: however, speakers of different speech areas with different
patterns, and studies of the ways in which speakers vary
in a community, and shows that on the way in which speakers vary
in White. As we have seen, a phonological feature of mainly.

As a phonetic, Rodney does not associate certain features of phonology

<table>
<thead>
<tr>
<th>Americano, did I say?</th>
<th>Rodney</th>
<th>Do you ever use the word un retarded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was common</td>
<td>Rodney</td>
<td>No</td>
</tr>
<tr>
<td>Redd up was yeah</td>
<td>Rodney</td>
<td>Yes</td>
</tr>
<tr>
<td>Yeah but read up yeah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(laughs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All better get in there and clean up that room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No all I've ever heard is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mostly White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There they may be a few African Americans who say it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If mac it's mostly White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yeah yeah I've heard it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That is a phoneme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You've heard it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've heard it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you ever use the word un retarded?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SHELENE GOODEN & MAEVE EBERHARDT
References

Participation in regional sound changes appears to be based on African American identity and local identity and may help to shape how different communities respond to sound changes, but we need to further explore the interaction of different African American communities in Philadelphia. Additional work on this topic in other African American communities would be important in understanding patterns of variation more fully.

This paper shows that our view of the group in question with a focus on participation in regional sound changes appears to be based on African American identity and local identity, and may help to shape how different communities respond to sound changes, but we need to further explore the interaction of different African American communities in Philadelphia. Additional work on this topic in other African American communities would be important in understanding patterns of variation more fully.

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