

VARIETIES OF ENGLISH Berg

1. On homogeneity (or otherwise)
 - 1.1. The homogeneity illusion
 - 1.2. The homogeneity assumption in linguistics
 - 1.3. Knocking down the homogeneity hypothesis: Types of variation
 - temporal variation
 - speaker-based variation: sex, age, occupation etc.
 - sociological variation
 - cultural variation
 - geographical variation
 - pragmatic/situational variation
 - interpersonal variation
 - idiosyncratic variation
 - 1.4. The whys and wherefores of heterogeneity in language
 - 1.4.1. Conditions
 - personal conditions
 - cultural conditions
 - natural conditions
 - 1.4.2. The social-psychological approach: “us and them”
 - 1.5. The opponent of heterogeneity: Accommodation”
 - 1.6. Practical implications of linguistic heterogeneity
 - 1.7. Aims of the lecture series
 - 1.7.1. Descriptive
 - 1.7.2. Theoretical
2. A survey of English as spoken around the world
 - “Mainland English”
 - in Europe: Gibraltar, Malta
 - in Australia and New Zealand
 - in America
 - in Africa
 - in Asia

3. Why is meant by “English is spoken”?

English as a(n)

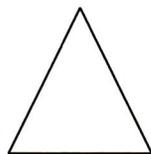
- 3.1. first/second/foreign language
- 3.2. official language
- 3.3. language of instruction
- 3.4. language of the media
- 3.5. written language
- 3.6. language of the social elite
- 3.7. language of international trade and traffic
- 3.8. lingua franca
- 3.9. Conclusion: The three circles of English

4. English as a global language

- 4.1. English: a unique success story
- 4.2. What is a global language
- 4.3. What makes a global language?
- 4.4. The rise of English as a global language
- 4.5. Conclusion: English and globalization

5. Standard dialects, regional dialects, social dialects

- 5.1. On the relation between region and dialect
- 5.2. Dialects and language change
- 5.3. On the relationship between dialects and social class



↕ Social class

<- dialectal variation ->

Percentage of aitch-dropping in Bradford (Yorkshire)

Upper middle class	12
Lower middle class	28
Upper working class	67
Middle working class	89

Lower working class 93

Standard: He's a man who/that likes his car.

Dialectal variation:

- a) He's a man at likes his car.
- b) He's a man as likes his car.
- c) He's a man what likes his car.
- d) He's a man he likes his car.
- e) He's a man likes his car.

5.4. Standard language vs. dialect

5.4.1. Relationship Standard language

dialect₁ dialect₂ dialect_n

5.4.2. Standardization and codification

5.4.3. The attraction to the elite

5.4.4. Differences between standard dialect and dialect

5.4.5. The multiplicity of standard languages/dialects

5.5. The comparison problem

5.6. Dialect and identity

5.7. Determining dialect boundaries

5.8. The fuzziness of dialect boundaries

5.9. Non-categorical differences between dialects

Example 1: The use of *should* and *ought* in three standard dialects (tokens per 10,000 words)

	British	American	Australian
Should	12.9	9.2	7.5
Ought	1.1	0.7	0.3

Example 2: The use of *will* and *shall* in three standard dialects (tokens per 10,000 words)

	British	American	Australian
Will	28.0	27.0	34.2
Shall	3.5	2.7	1.2

5.10. Dialect vs. accent

6. Why do languages have dialects?

6.1. Social factors

6.1.1. Settlement patterns

6.1.2. Migration patterns

6.1.3. Geographical factors

6.1.4. Language contact

6.1.5. Economic ecology

6.1.6. Social stratification

6.1.7. Communication networks

6.1.8. Group reference

6.1.9. Personal identity

6.2. Linguistic factors

6.2.1. Rule extension/regularization

6.2.2. Analogy

6.2.3. Levelling

6.2.4. Transparency

6.2.5. Overemphasis

6.2.6. Grammaticalization

6.2.7. Minor processes: Dissimilation: colonel -> kernel

Metathesis: ask -> ax

Assimilation: I have to -> I hafta

6.2.8. Conclusion

7. Terminology: Different types of variation

7.1. Dialect

7.2. Sociolect

7.3. Ethnolect

7.4. Register "situationlect"

7.5. Urban/rural varieties "citylect"

7.6. Genderlect

7.7. "Familylect"

7.8. "Couplelect"

7.9. Idiolect

7.10. Free variation

8. Comparing two standards: British vs. American English

8.1. Spelling

- our – ur: favour – favor
- re - er: centre – center
- consonant doubling after suffixing : travelled – traveled
- logue – log: catalogue – catalog
- ce – se: defence – defense
- e – null : judgement - judgment
- ction – xion : connection – connexion
- ize – ise : jeopardize – jeopardise
- Ve – e : encyclopaedic – encyclopedic

Idiosyncratic differences: jail – gaol

sceptical – skeptical

tyre – tire

cheque – check

yoghurt – yogurt

programme – program

Punctuation: - capitalization after colon

- order of quotation mark and full stop

8.2. Pronunciation

- [a:] – [æ]: chance, fast
- null – [r]: course, car
- [ɒ] – [ɑ:]: hot, top
- [t/d] – [ɹ]: writer, rider
- [aɪ] - [i]: hostile, missile
- [j] – null: tune, new
- [ʌɹ] – [ɜr]: courage, hurry

Individual cases: status, ate, clark

Secondary stress: territory, ceremony

Individual cases: adult, laboratory, cigarette

Prosody: speech rate, intonation

8.3. Morphology

8.3.1. Inflection

Verb inflection:

a) Irregular in BE – Regularized in AE

to burn, burnt – burned

to dream, dreamt – dreamed

b) Regularized in BE – irregular in AE

to dive, dived – dove

to fit, fitted – fit

to sneak, sneaked – snuck

c) Other cases

to get, got, got – gotten

to prove, proved, proved – proven

8.3.2. Derivation

a) Suffix productivity: -ify: to uglify, to humidify

-ize: to hospitalize, to decimalize

b) Zero derivation: an author – to author

a sky rocket – to sky-rocket

8.4. Lexicon

8.4.1. Reasons for vocabulary differences

- different ecologies: the case of robins

- different technological and cultural developments: public school – home run

- different influences from other languages: tornado, tortilla, tepee

- independent linguistic change within one variety: autumn – fall

8.4.2. Categories of lexical differences

8.4.2.1. Same concept – different word form: tap – faucet, tin – can, queue – line, nought –

zero, to ring – to call, match – game

8.4.2.2. Same word form – different meaning

Form	BE	AE
pants	underpants	trousers
pavement	footpath	road surface
nervy	nervous	bold, cheeky

8.4.2.3. Same word form – additional meaning in one variety

Form	Common meaning	Additional meaning in AE
bathroom	room with bath	room with toilet only

good	fine	valid as of tickets
Form	Common meaning	Additional meaning in BE
to mind	to obey	to look after
smart	intelligent	well-groomed
surgery	operation	a doctor's office

8.4.2.4. Same word form – difference in style, connotation or frequency of use

Form	BE	AE
quite	negative/neutral	positive
clever	(common) positive	(less common) negative
to fancy	to like (common)	(uncommon)

8.5. Morphosyntax: Plural agreement with collective nouns:

government, crew, crowd, committee, team, jury, staff, audience, sports teams etc.

BE: I don't think the Royal Family are really known for their intelligence.

AE: I think my family was pretty open-minded about different kinds of people.

8.6. Syntax

8.6.1. VP

8.6.1.1. Auxiliaries: do-support: I haven't the faintest idea. – I don't have the faintest idea.

I haven't read this yet, but I will do. – I haven't read this yet, but I will.

8.6.1.2. Modals: shall: What shall I do? – What will I do?

Shan't

Will: That will be the postman. – That must be the postman.

Would: When I was young, I would go to the dentist and faint.

Must: the bakeries must not have been open today – there was no fresh bread.

Ought to: You ought to take this medicine. – You want to take this medicine.

Going to: She's gonna win the game.

Have got to -> gotta: You gotta believe me.

8.6.1.3. Verb complementation

Infinitive vs. gerund: I hate getting up early. – I hate to get up early.

For to construction: I want for her to fetch the strawberries.

Compound verbs: Go get the bananas.

Omission of auxiliaries: He wanted out and she wanted in.

8.6.1.4. Tense and aspect: Past vs. Present Perfect: I have already eaten. – I already ate

He would have been rich even if he had not been so good-looking. – He would have been rich even if he wasn't such a looker.

I wish he had done it. – I wish he would have done it.

Phrasal Verbs: to finish off, to finish up

Mediopassives: The book normally ships within a week. The set installs in minutes.

Subjunctive: He suggested that she play.

How come

8.6.2. Pronouns: Demonstratives: Who is that/it? – Who is this?

Relative pronouns: The boy that helped you is my nephew.

Indefinite pronouns: One has to do one's duty. – One has to do his/their duty.

8.6.3. Adverbs and adverbials: Omission of "ly": Drive slow. It was an awful hot day.

Placement of adverbs: You can seldom /often/never tell. – You seldom/often/never can tell.

8.6.4. Prepositions: in the circumstances – under the circumstances

8.6.5. Conjunctions: Do as I do. – Do like I do.

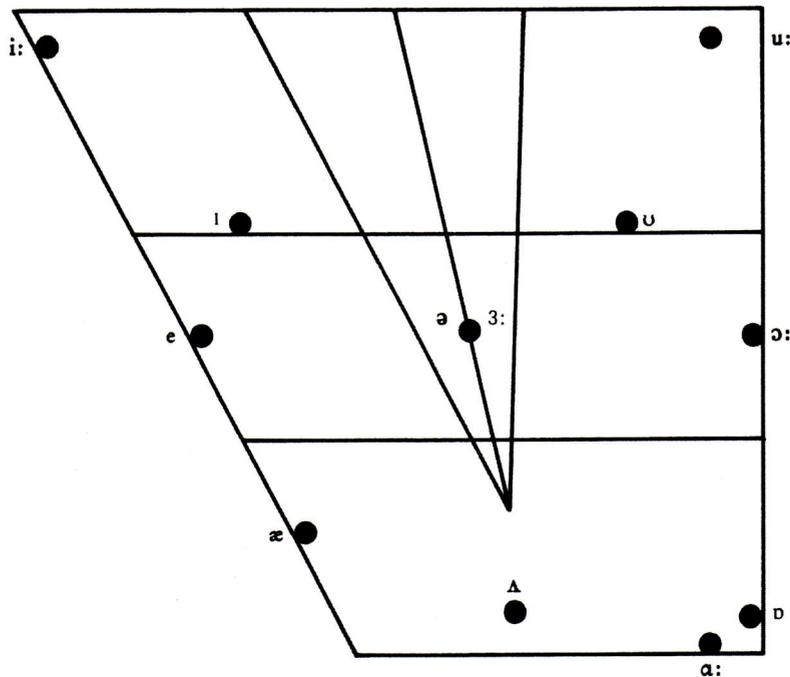
It looks as if you lost ten pounds. – It looks like you lost ten pounds.

John left directly after Mary arrived. – John left directly Mary arrived.

8.7. Conclusion: greater informality in AE than BE

9. Linguistic Background

9.1.1. Vowels



9.1.2. Consonants

- Consonantal processes:
- palatalization: [k] -> [kj]
 - glottalization: butter [t] -> [ʔ]
 - flapping: writer: [t] -> [ɾ]
 - voicing: farmer [f] -> [v]
 - devoicing: noise: [z] -> [s]
 - labialization: brother -> bruvver
 - stopping: river -> ribber
 - vocalization: bull -> bouw
 - rhoticization: car, the idea of it

9.2. Morphology

- Reflexive pronouns: hisself, theirselves, meself, theirself
- Adjective comparison: She is the beautifullest kind of girl.
- Plural marking on measure nouns: for five year
- Present Tense formation: He don't like me.
- Past Tense formation: to catch, catched, catched
- "a"-prefixing on "ing" forms: The times, they are a-changing.
- Adverb formation: That's real good.

9.3. Syntax

9.3.1. Pronouns

- Demonstrative: in them days
- Possessive: He's me brother.
- Personal: Me and my brother

9.3.2. Articles: I had the toothache.

9.3.3. Adjectives: Double comparative: That is so much more easier.

9.3.4. Negation: Double negation/negative concord: He won't do me no harm.

9.3.5. Verbs

- Progressive: I'm liking it.
- habitual "be": He be sick.
- Present Perfect/Past tense: Were you ever in London?
- completive "done": He done go fishing.
- double modals: You might could say that we don't rightly know.
- epistemic "mustn't": This mustn't be true.

9.3.6. Agreement

9.3.6.1. Verb agreement: - "there" constructions: There's two men waiting in the hall.

- Northern Subject Rule: I sing. - Birds sings.

9.3.6.2. Pronoun agreement: My car, he's broken.

9.3.7. Relative clauses: The man _ lives next door is a nice chap.

Resumptive pronouns: This is the house which I painted it yesterday.

9.3.8. Complementation: Indirect questions: I'm wondering what are you gonna do.

“for to” infinitives: We had gutters for to drain the water away.

THE DIALECTS OF ENGLISH

10. The southwest of England: West Country English (Dialect I)

10.1. Phonology: - rhotic, postvocalic /r/ is retroflex

- epenthetic /l/ after schwa in Bristol: America -> [əmerɪkəl]

- lowering: [æ] -> [a]: trap

- diphthongs: [eɪ] -> [e:]: face

[əʊ] -> [o:]: goat

- initial fricative voicing (highly recessive): farmer -> varmer

10.2. Morphology: Syllabic allomorphs on plural nouns: ghostes, beastes

- Verb inflection : “be” in all persons and both numbers, in the plural also “am” and “m”

We'm happy.

Regularization of irregular verbs: to know, knowed

Double marking of tense: to steal, stoled; to take, tooked

Leveling of past tense and present perfect: to break, broke, broke

Irregularization: to creep, crope; to scrape, scrope

10.3. Syntax

- Extended article use: the chicken pox, the Christmas, the church

- double comparison: I'd be more happier out there.

- pronoun exchange: the use of subject pronouns in object function and vice versa:

They always called I Willie, see.

Us don't think naught about things like that.

- Gendered pronouns

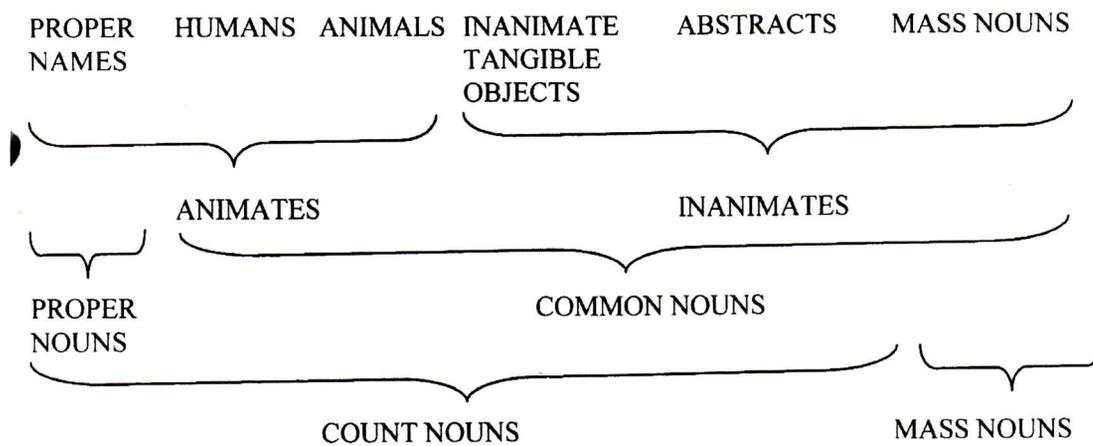
I likes this bread – it's very tasty.

Pass the loaf – he's over there.

That's a carrot. I've been watering 'im.

I jumped over her (a ditch). It's time she was cleared out.

Figure 1: The hierarchy of individuation (Sasse 1993)



Rules: a) Animate nouns: Natural gender rule

b) Female animals: masculine pronoun

c) Inanimate count nouns: masculine pronoun

d) Inanimate mass noun: neuter pronoun

e) Inanimate referents when individuated: masculine pronoun

f) abstract entities: neuter pronoun

- demonstrative pronouns: three-way distinction: number, proximal/distal and count/mass

Count: Like thick one what's in there now.

Mass: When you come to that there corner.

- Possessive pronoun: analytic strategy of marking possession

That was the owner of her.

Sherford was the name of it.

- Reflexive pronouns: Regularization of standard system

Everybody enjoyed themselves.

Yes, we made that ourself.

- Relative pronoun: Preference for uninflected forms: that, as, what

My dear sister as dead and gone

Omission of subject relative pronoun

I know a man'll do it for thee.

- Prepositions as direct object marker after progressive aspect

I been driving of her for 15 years.

- Adverbs: "-ly" dropping

In the end they was turning out real good furniture.

- Periphrastic "do": expresses habituality

As I do say to my niece, you're far better off than what we were.

11. The Southeast of England: Home Counties (Dialect II)

11.1. Phonology: th-fronting in all positions: think -> fink

mouth -> mouf

brother -> bruvver

glottalization: t -> ʔ quite nice -> [kwaɪʔ]

bottle -> [bɒʔl]

lateral vocalization: l -> ʋ mill -> [miʋ]; milk -> [miʋk]

11.2. Morphology: - possessive "me":

The fact was that me brother left home.

- Reflexive pronouns: regularization

He put his hand to steady hisself on top of the winch.

Two bob for meself and eight bob for the board and lodging.

- Subject "us": when followed by an NP apposition

Us old boys would be drinking beer, too.

- Singular "us": restricted to imperatives

Show us them boots.

- Demonstrative "them": for distant plural objects ("those")

I don't know if you've ever seen them old drinking horns.

11.3. Syntax

- Verb agreement: "was", "has" and "does" and also full verbs with plural pronouns

We/you/they was without food.

We has a muck around in there.

Every time we does anything wrong.

I goes into the shelter.

- Existential "there" + singular form of "to be":

There's no false ceiling, there's no columns.

- Negation: "ain't" replaces only auxiliary verb "to be" and "to have"

I ain't been fishing for the last six days.

There ain't nothing you can do.

"don't" for all persons: He don't live in there.

Multiple concord: He wouldn't give me nothing.

"never" as a past tense negator: I never went to school today.

- Relative clause marking: “what”: The stuff what came from the gas corroded the cable.

“as”: That noise as you heard

- Question tags: invariable “innit”. He gets upset quick, innit?
- Pragmatic “like”: discourse marker functioning as exemplification, approximation.
It’s just like all sticking out all over the place.

12. Scottish English (Dialect III)

Scottish Standard English vs. Urban Scots

12.1. History

12.2. Phonology: - rhoticity

- Scottish Vowel Length Rule: Phonetic lengthening before voiced fricatives and /r/, length contrast in “breathe” and “brief”
- Monophthongization: [eɪ] -> [e:] in “face” and [əʊ] -> [o:] in “goat”;
house -> [u]
bite -> [əi]
- dental articulation of alveolar consonants
- glottalization of /t/

12.3. Morphology: Verb inflection: past tense formation: to kill, killt; to sell, sellt

Noun inflection: elimination of stem allomorphy in:

wife – wives; loaf - loaf

Pronouns: plural you: yous, yous yins

12.4. Syntax: - Agreement: Plural is/was: The windies wiz aw broken

‘The windows are all broken.’

- Double modals: He’ll can help in the morn.
- Aspect: Progressive with stative verbs:
We werenae really wanting to go last year.
Progressive turning into imperfective:
The code is often changed and students are forgetting the new number.
- Tense: Past Tense referring to an event in the immediate past:
The electrician just phoned.
- Conditional clauses: If she would come to see things for herself, she would ...
- Interrogative pronouns: “how” for “why”: How did you not apply?

- Coordination for subordination in relative clauses:

The boy I was talking to – and he actually works in the yard – was saying...

- No subject relative pronoun: It was Jimmy Brown was the fireman.

13. Orkney/Shetland English (Dialect IV)

13.1. History

13.2. Phonology - Complementary lengthening in the rime: back [bak:] – baulk [ba:k]

- Stopping of dental fricatives: thu -> du

- Retroflex (Scandinavian) /r/ + /s/ as [ʂ] in “force” and “nurse”

- Dentalization of alveolar consonants

13.3. Morphology - regularization of irregular verbs: He solded.

- indefinite article is always “a”: a uncen ‘strange man’

- irregular plural nouns: freider ‘brothers’; een ‘eyes’; kye ‘cows’

- Present Perfect formation with “be” rather than “have”: I’m seen/heard it.

13.4. Morphophonology: Past Tense allomorphy

a) -it after all stops

b) -ed after voiced phonemes other than stops

c) -t after voiceless phonemes other than stops

Example: He flippit (‘folded’) up his trousers.

13.5. Syntax - Personal pronouns: Second person realized as “thu/thoo” and “you”

- Agreement “s” after “thu”: Du minds (‘remind’) me aafil a dee grandfaider.

- Natural gender in nouns: Tools and phenomena of nature are masculine.

Some expressions of time, “fish” and “lamp” are feminine.

Example: Da tide farder nort, he streams on da west side.

14. Welsh English (Dialect V)

14.1. History

14.2. Phonology: - lowering of /æ/: trap [trap]

- rhotic

- word-medial lengthening of consonants, e.g. pepper [pep:əɾ]

14.3. Morphology: verb inflection: he do/he doth

he have/he hath

I be, you am, thee art, thee bist, she be, we am, they am, they be, them be.

14.4. Syntax - question tag “isn’t it”: invariant: I’ve heard the word, isn’t it.

- word order in indirect questions as in direct questions:

e.g. I don’t know what time it is.

- “for to” construction: I went to town for to see the doctor.

- predicate fronting: Coal they are getting out mostly.

- various ways of coding habituality:

He goes to the cinema every week. (standard)

He do go to the cinema every week (habitual “do”)

He’s going to the cinema every week. (habitual progressive)

15. Irish English (Dialect VI)

15.1. History

15.2. Terminology

- Anglo-Irish
- Hiberno-English
- Irish English
- Ulster Scots

15.3. Phonology a) in Ulster Scots

- retention of Older Scots /u:/: cow /ku:/
- fronting and raising of O.E. long “a”: home /he:m/
- no rounding of /a/ after /w/: swan /swan/
- retention of final /x/: bought /bɔ:xt/
- vocalization of final /l/: wall /wɔ:/
- palatalization of velar stops: cat /kʲat/; gap /gʲap/

b) in Irish English

- epenthesis in coda clusters: film /filəm/

c) in Dublin English

- vowel breaking: clean /klijən/; fool /fuwəl/
- raising of /au/: down /deun/ or /deun/
- retention of /u/: Dublin /dublən/ (also in Belfast English)

d) in Belfast English

- raising of /æ/ to /ɛ/: back /bɛk/
- lowering of /ɛ/ to /æ/: set /sæt/

Differences between Protestants and Catholics: Shift from intervocalic /ð/ to /l/ in Catholic but not in Protestant speech.

15.4. Morphology - Present perfect formation with “be”: They’re not left school yet.

- distinction between singular “you” and plural “yous(e)”

15.5. Syntax - Perfective aspect: Past tense used to encode an event which took place at some unspecified point in a period leading up to the present.

e.g. Were you ever in Kenmare?

- the “after” perfect: refers to events or states in the recent past

e.g. You’re after ruining me. ‘You have (just) ruined me.

- progressive aspect: with stative verbs

e.g. They’re not believing it.

- habitual “do” and “be:

e.g. They be shooting and fishing out at the forestry lakes.

e.g. It’s better because you be’s bored doing nothing at home.

- Imperatives: overt subject imperative

e.g. Go you there; read you that book.

- Negative Concord, e.g. You’ve not heard of that nothing.

- relative clauses: resumptive pronouns

e.g. They jumped banks that time on the race-course that they wouldn’t hunt over *them* today.

- Complementation: “for to”-construction

e.g. There was always one man selected for to make the tea.

- Subordination with “and” as introducer of a subordinate clause. Subordinate clause usually contains a subject noun or pronoun followed by a participle.

e.g. I mind (‘remember’) whenever we were wee (‘little’), and my mother rearing us, hey, she had to wash all...

- Northern Subject Rule: A plural noun subject takes “s” on the verb whereas a plural pronoun subject does not (unless there are some other sentence elements between the subject and the verb)

e.g. Sons of their comes over here.

- Definite article with - institutions, e.g. I left the school in early age.

- diseases, e.g. But she’s the measles.

- with school subjects, e.g. The maths nowadays seems to be complicated.

- physical sensations, e.g. The poor people were starved with the hunger.

16. Canadian English (Dialect VII)

16.1. History

16.2. The language as a North American variety

16.3. Phonology: - merging of /ɒ/ and /ɔ:/ towards /ɒ/, as in “lot” and “caught”

- front vowel merging before /r/: /ɛ/ and /æ/ merge towards /ɛ/, as in
“Mary”, “merry” and “marry”

- raising of diphthongs before voiceless consonants: /aɪ/ -> /ɜɪ/, as in “price”

/aʊ/ -> /ɜʊ/, as in “mouth”

- retraction of /æ/ to /a/, as in “trap”

17. Appalachian English (Dialect VIII)

17.1. History

17.2. Morphophonology: - verb inflection: syllabic allomorph after /-st/

It disgusts me to drive down through this cove.

It never costed me one red cent.

- noun inflection: syllabic allomorph after /-sC/

We had deskes, and I remember...

The birds have built nestes in the spring house.

17.3. Morphology: - verb inflection: a great deal of formal variation

To begin – began, begin, begun – begin, begun

To blow – blew, blowed, blown – blowed, blown

To break – broke – broke, broken

To bring – brought, brung – brought, brung

To catch – catched, caught, cotch, cotched - caught, caught, cotch, cotched

- noun inflection: no plural on measure nouns: e.g. We cut it into four quarter.

Mass nouns as count nouns: e.g. Have you got any easing powders?

Plurals for animals: e.g. There used to be plenty of deers.

- personal pronouns: two forms for second person singular: you, ye

five forms for second person plural: you, ye, you'uns, you all, y'all

two forms for third person singular neuter: it, hit

I know positive that hit wasn't all true.

- possessive pronouns: /n/-final instead of /s/-final forms of the independent type

The colts is theirn. - Work them just like they was yourn.

17.4. Syntax: - finite “be”, does not express habituality as in other dialects

e.g. I be too old for such tomfoolery.

If it be barn-curved tobacco, you have a different thing.

- finite “have”: They (‘there’) have been a big change.
- Discontinuous VPs (present perfect split up by object)
e.g. We had all our work done up.
- Double modals, e.g. You might could ask somebody along the road.
- Progressive aspect, extending to stative verbs
e.g. We was liking you just fine.
- Completive “done” (‘already’, ‘completely’)
e.g. We thought Pa and Ma had done gone to church.
- Ingressive verbs: e.g. He took running off (‘began to run off’)
- habitual “s”: e.g. I drinks three and four cups to a meal.
- a-prefixing: e.g. It just took somebody all the time a-working.
He was a-just tearing that window open.
- Multiple negation/concord
e.g. I’ve not never heard of that.
We didn’t have no use for it noways.
- Personal pronouns used reflexively
e.g. You can catch you (‘yourself’) a mole.
- Personal pronouns in demonstrative function (both as pronouns and determiners)
e.g. Them (‘these’) looks a whole lot steeper than they did in my young days.
I’ve went up over them rocks a many a time.
- Relative clause markers: nine in total, including “what”, “as”, “thats”
e.g. We need to remember a woman thats child has died.
- Double comparative/superlative
e.g. I’d say I was more healthier back then than I am now.
Doc was the most healthiest man in this part of the country.
Who’s got there firstest?
- Preposition after verbs of mental activity
e.g. I can recollect of him a-going to school.
- Stacking of prepositions
e.g. They was several houses on up around up on Mill Creek.
- PPs to express habituality
e.g. We would have singing of a night and of a Sunday (‘every night/every Sunday’)

- Conjunctions followed by redundant “that”
e.g. Not just because that I’m born and raised there...
- Omission of relative pronoun as subject
e.g. They is six trees would have made anybody a good dwelling house.
- Left dislocation
e.g. The bear, it made a pass a-toward him.

18. Australian English (Dialect IX)

18.1. History

18.2. Phonology: - affrication of /t/ -> /ts/ in prepausal position

e.g. And that’s as far as it wen[ts].

- flapping of /t/ -< [ɾ] intervocalically: thirteen

- alternation between palatalized alveolars and affricates:

tune [tjun] ~ [tʃun]

assume [əsjum] ~ [əʃum]

- variation in the pronunciation of the “goat” vowel: [ɛʊ, ɛy, ɔʊ, ɒy]
- vocalization of /l/ , e.g. “milk”
- Raising of [aʊ] to [æɔ], as in “mouth”

18.3. Morphology: Verb inflection: Leveling of past tense and past participle:

e.g. sing, sang, sang

shrink, shrunk, shrunk

18.4. Syntax: - extended use of progressive

- present perfect with past tense function:

e.g. Then he’s hit her on the head.

- no marking of anteriority in reported speech: Kim said she has a bad cold.

- “have to” as full verb: They have to make a decision by Friday, don’t they.

- gerunds preferentially preceded by possessive rather than personal pronoun in writing

British		American		Australian	
Po	Pe	Po	Pe	Po	Pe
37	8	51	19	16	22

19. New Zealand English (Dialect X)

19.1. History

19.2. Phonology - non-rhotic

- neutralization of /æ/ and /e/ before /l/: e.g. salary – celery
- neutralization of /u:/ and /ʊ/ before /l/, e.g. pull – pool
- centralization of /ɪ/: kit -> [kət], e.g. affect – effect
- lowering of /æ/ to /a/: trap
- lowering of /ɔ/ to /o/: force
- merging of /ɪə/ and /eə/ towards the former: e.g. near – square

- devoicing of voiced fricatives: president – precedent
- fronting of dental fricatives: from postdental to interdental
- Assimilation of /tj/ to /tʃ/. Further assimilation yields “student” -> [ʃtʃudənt]
- Vocalization of /l/, e.g. smile [smɪə]
- Rhythm: use of full vowels in unstressed syllables

19.3. Morphology: plural form “yous”: e.g. I asked the children: Are yous ready yet?

19.4. Syntax: possessive: - less frequent use of inflected (“s”) genitive

- subjunctive: relatively frequent (like AE)
- “will” in suggestions, e.g. Will I close the window?
- deletion of auxiliary “have”:
e.g. I’m sure I seen her put the car in the garage.
- “would of” instead of “would have”:
e.g. I would of been just over the correct age.
- double comparative: e.g. One class is more brighter than the other.

20. African American Vernacular English (Black English)

An ethnolect rather than a dialect

Origin of AAVE

Creole hypothesis

Dialect mixture hypothesis

20.1. Phonology: - raising of /æ/ to /ɛ/: bang

- monophthongization of /aɪ/: mine -> [ma:n]
- stopping of fricatives: business -> [bɪdnɪs]

seven -> {sebn}

thing -> [tɪŋ]

those [doz]

- vocalization of /r/: floor -> [floə]
- vocalization/deletion of /l/: help -> [hep]
- deletion of glide: computer -> [kəmputə]
- metathesis of /s/ + stop: ask -> [æks]
- backing of /t/: street -> [skrit]
- simplification of consonant clusters: land -> [læn]
- stress: on first syllable: police -> [pólis]

20.2. Morphology: verb inflection: past as participle: I had went down there.

Participle as past: They seen it.

Infinitive as past: They run there yesterday.

- regularization: Everybody knowed him.
- No third person singular inflection: She have money.
- Plural "was": The folks was there.

Noun inflection: regularization: oxen -> oxes

geese -> geeses

sheep -> sheeps

children -> childrens (redundant plural)

- no plural on measure nouns: I got 50 cent.
- Pronouns: regularization of "mine": The book is mines.

20.3. Syntax: - copula/auxiliary deletion: She nice. They acting silly.

- invariant "be": Sometimes they be playing games.

- deletion of /l/ before labial: She'll be -> she be

She be here in a minute, won't she?

- completive "done": They done used all the good ones.
- intensifying "done": I done told you not to mess up.
- Resultative "be done": My ice cream be done melted by the time we get there.
- Remote "been": I been had it about three years.
- Past perfect with past tense (narrative) meaning
e.g. They had went outside and then they had messed up the yard.
- double negation: It wasn't nothing.
- "ain't" for preverbal negative for present tense "be": She ain't here.
Also as a substitute for "didn't": She ain't do it.

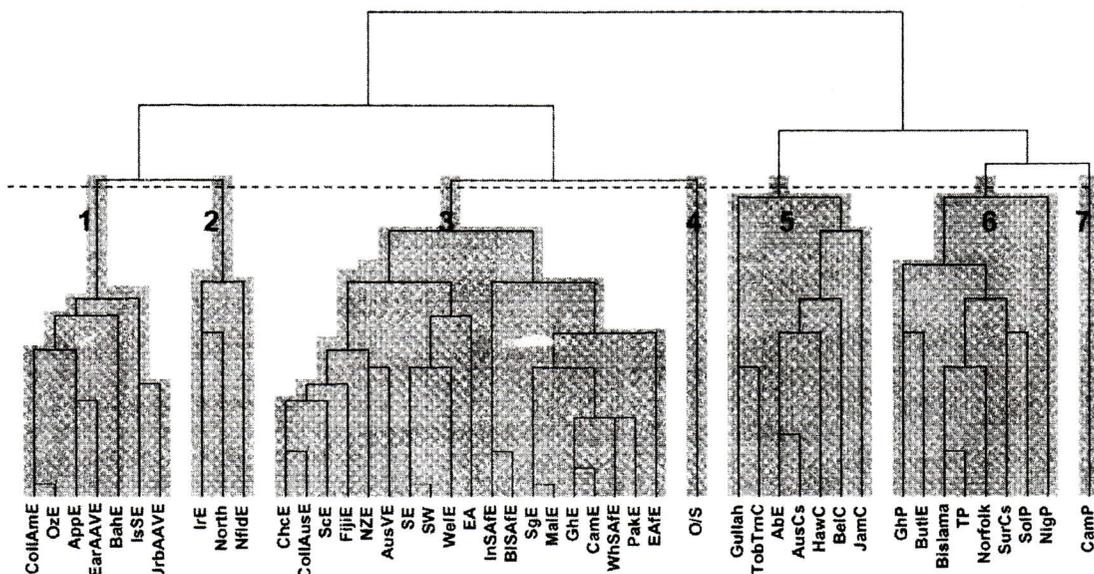
- no possessive marking: the dog tail
- no plural marking: two boy
- personal pronouns in possessive function: It's they book.
- personal pronouns in demonstrative function: She likes them apples.
- question formation without inversion: Where that is?
- quotative "say": I told him say, "Leave".

21. Conclusion

21.1. Varieties beyond regional ones

Ethnolect	L2	Pidgins	Creoles
e.g. Black English	Englishes spoken by non-native speakers	e.g. West African Pidgin English(es)	e.g. Jamaican Creole

21.2. Determining the "distance" among the varieties: Hierarchical cluster analysis



21.3. Recurrent deviations from the standard language

21.3.1. Phonology

- glottalization of /t/
- rhoticity
- vocalization of /l/
- lowering of /æ/ to /a/

21.3.2. Morphology

- double comparison (e.g. more brighter)

- regularization of present tense forms of verbs (e.g. He show up and say)
- regularization of irregular verbs (e.g. knowed)
- levelling of past tense and past participle (e.g. He had went)
- regularization of noun plurals (e.g. sheeps)
- regularization of reflexive pronouns (e.g. hisself, theirsself)
- adverbs without adverbial marker (e.g. real good)
- number distinction for second person personal pronouns (e.g. you – youse)
- Present perfect formation with “be” rather than “have”

21.3.3. Syntax

- wider range of uses of progressive aspect (e.g. She is liking)
- negative concord/multiple negation (e.g. He won't do no harm)
- zero-relativization in subject position (e.g. The man lives there is a nice chap)
- levelling of differences between present perfect and past tense (e.g. Were you ever in London?)
- double modals (e.g. I tell you what we might should do)
- invariant question tag (e.g. innit)
- personal instead of demonstrative pronoun (e.g. in them days)
- personal instead of possessive pronoun (e.g. He's me brother)
- extension of article usage (e.g. We go to the church every Sunday)

21.4. Explanations for recurrent features

21.4.1. Simplification

- glottalization of /t/
- morphological regularization
- invariant question tag

21.4.2. Historical change at a slower pace

- lowering of /æ/ to /a/
- rhoticity
- present perfect formation with “be”
- zero-relativization of subject pronouns

21.4.3. Lesser respect for “artificial” (i.e. unnatural) linguistic constraints

- double comparative
- multiple negation
- double modals
- wider range of uses of progressive aspect

21.5. Toward a theory of (social) dialect variation

21.5.1. Background assumption: Language in a constant flux

21.5.2. Main Claim: It's all sociological

21.5.3. How is the linguistic difference introduced?

21.5.4. From social to regional dialect variation

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