

A RESEARCH PROPOSAL FOR THE
DIALECT SURVEY OF APPALACHIAN REGION

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APPALACHIAN ADULT BASIC EDUCATION

DEMONSTRATION CENTER

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Morehead, Kentucky

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PURPOSE AND SCOPE OF THE STUDY

The purpose and scope of the present study of Appalachian speech can be best clarified by relating them to the work already done and in progress for the Linguistic Atlas of the United States and Canada. Though this study has no official connection with that great Survey, it makes the same general assumptions and employs the same general method.

Appalachia when used in its broadest sense refers to a large portion of the mid-eastern United States which includes in part or as a whole, West Virginia, Kentucky, Tennessee, Pennsylvania, Ohio, Maryland, Virginia, North Carolina, Georgia, and Alabama; or in other words, a mountain chain from inland regions of the Middle Atlantic States southward, (Pennsylvania to Alabama).

Appalachia is a continuous chain of mountains, and an area in isolation that represents a special kind of America and its dwellers are generally referred to as Southern Highlanders or Mountaineers.

The social similarities in the Appalachia are strikingly high because of the similar settlement history, routes of migration and channels of communication, isolation of the communities, social rural structure, educational facilities and a narrower cultural experiences that have thus far been the representative characteristics of these pockets of poverty in Appalachia.

Although the Appalachian region has a number of states included in the territory and the geographic distances could themselves create differences in language, there are a number of reasons why Appalachia here is being considered as one region and a need for such a regionwide survey is important.

In 1964 following President Lyndon B. Johnson's State of the Union message declaring "unconditional war on poverty in America", Congress adopted the Economic Opportunity Act and, in 1965, the Appalachian Regional Development Act to assist this poorest section in the nation. The economic development program included vocational training, health facilities and education to eliminate poverty on a regional basis.

1960 census shows that two thirds of the adult (18 years and older) population of the area have less than twelve years of education and 11.6 percent are reported as totally illiterate. Recent anti-poverty legislation has promoted large scale educational attempts aimed at the rural, isolated, under-educated whites of Appalachia which have met with limited success.

Many researchers have demonstrated that differences in pronunciation, grammar and vocabulary prevent effective teacher communication and facility in development of reading skills because of the differences from Standard English.

John Sherk's Kansas City study of Negro inner city Headstart children showed that differences in dialect prevented the effective development of reading skill.*

A number of studies in teaching second language are available which evidence the fact that pronunciation, grammar, and vocabulary differences prevent reading development skills.

*The study has been completed, but the final results are not yet available to be officially published. The information consists of information gained by Dr. Sherk.

For a person who hopes or is expected to communicate with others effectively, a reasonably good approximation to the accepted pronunciation of Standard English is necessary. The studies of Brown and Hodgkinson¹ and Carroll² demonstrate the fact that young children are strikingly better than adults in acquiring a native-like accent in a second language has led to the widely held belief, that they are equally superior in other aspects of language learning; this has by no means been varified.

Linguistics has laid great stress on the importance of learning good pronunciation to such an extent that it may be said that emphasis on accurate phonological learning is an essential aspect of contemporary language teaching methods.

Nida³, Licklider and Miller⁴, Miller and Nicely⁵, Lundeen⁶

¹Brown, G.I., & Hodgkinson, H.L. A note concerning "an application of recent developments in psychology to the teaching of German", by C.B. Ferster & S.M. Sapon. *Harverd educ. Rev.*, 1958, 28, 156-157.

²Carroll, J.B. Wanted: A research basis for educational policy on foreign lang teaching. *Harvard educ. Rev.*, 1960, 30, 128-140. (b)

³Nida, E.A. *Learning a foreign language: A handbook prepared especially for missionaries*. New York: Friendship Press, 1957.

⁴Licklider, J.C.R., & Miller, G.A. The perception of speech. In S.S. Stevens (Ed.), *Handbook of experimental psychology*. New York: Wiley, 1951. pp. 1040-1074.

⁵Miller, G.A. & Nicely, Patricia E. An analyst of perceptual confusions among some English consonants. *J. Acoust. Soc. Amer.*, 1958, 27, 338-352.

⁶Lundeen, D.J., Ptacek, P.H., Starr, C.D. Henrikson, E.H. The effects of a language training program on foreign soundings *Speech Monogr.*, 1957, 24, 74-76.

Politzer⁷, Starr⁸, and Hockett's⁹ investigations emphasize that differences in pronunciation present both amusing and tragic errors in communication and that a need for thorough research in the field of phonology which will make the pronunciation difference known to the teachers and students will help greatly in the process of communication and will also facilitate greatly development of reading skill.

To understand, to learn and to know a language means to know the phonology and the gramatical structure of the language.

The difference in the traditional, local or regional dialect and Standard English causes problems of interference in certain aspects of language learning such as reading and prevents those persons from attaining the level of communication skill which is required by the larger society.

Studies concerning the effect of the structure of language on learning have shown that "consistent" language structures are easier to learn than "inconsistent" structures which appear in the dialect forms and, Horowitz demonstrated that, as we might expect that learners have a tendency to make "errors" by following analogous patterns.¹⁰ Berko¹¹ demonstrated that errors

⁷ Politzer, R.L. Some reflections on the use of the native language in elementary language teaching. *Lang. Learning*, 1958, 8 (3-4), 49-56.

⁸ Starr, W.H. Competency first: New tests in foreign languages. In J.B. Carroll (Ed.), *Proc. 1960 Invitational Conf. on Testing Problems*. Princeton, J.J.: Educational Testing Service, 1961. pp. 97-110.

⁹ Hockett, C.F. Learning pronunciation. *Mod Lang. J.*, 1950, 34, 261-269.

¹⁰ Horowitz, A.E. The effects of variation in linguistic structure on the learning of minature ling. systems. Unpub. doctoral disseration, Harvard U. '55.

¹¹ Berko, Jean. *The Child's Learning of English Monphology*, Woyd, 1958, V. 14, pp. 150-177.

in grammar are largely due to correct use of "analogies" which happen to lead them to incorrect forms.

The implication here is that this study will be able to provide the adult basic education teachers, and other teachers in the Appalachian region with the information on deviant instances thus helping them to increase their reading ability and correct use of phonology and grammatical structure of Standard English.

The development of vocabulary depends to some extent upon the interest of the individual and the kinds of subjects being taught. In addition, such methods as teaching vocabulary in context or "paring with glosses" are also used. However, the question of common usage and meaningfulness are also important in this regard.

Noble¹² defined meaningfulness in terms of the number of associations which subjects are likely to give in a short period of time. Noble and McNeely¹³ (1957) found that the "meaningfulness" of nonsense syllables is related to the ease with which they are learned.

Underwood and Schultz¹⁴ have indicated that "meaningfulness" as it is interpreted is a measure of the frequency with which a stimulus has been

¹²Noble, C.E. An analysis of meaning. *Psychol. Rev.*, 1952, 59, 421-430.

¹³Noble, C.E., & McNeely, D.A. The role of meaningfulness (m) in paired-associate verbal learning. *J. exp. Psychol.*, 1957, 53, 16-22.

¹⁴Underwood, B.J., & Schulz, R.W. *Meaningfulness and verbal learning*. Chicago: Lippincott, 1960.

experienced or a response emitted. They viewed that rate of verbal learning consists of two stages; first, a "response-learning or response-recall phase" during which the responses are learned as responses and in a recall sense, become readily available, and an association or hook-up phase in which the response is associated with its corresponding stimulus; the second stage appears to be facilitated when the stimuli and responses have many associates. The above studies suggest that in teaching or learning vocabulary an attempt should be made to generate as many common associations as possible for the items to be learned and that for a successful teaching of vocabulary of Standard English it is warranted that local dialectic words should be checked and explained in the broader context of Standard English. Thus to make a list of such words, the frequency of their occurrence and the meaning of such words in terms of the regional dialect is one of the aims of this study which will help the teachers to make their students' reading development a faster and more meaningful experience.

Objectives of the Study

The study aims to achieve the following three specific objectives:

I LANGUAGE

1. To identify and describe common patterns in pronunciation, grammar, and vocabulary in a corpus of approximately 180,000 words of Appalachian discourse taken from the native uneducated older adult, the moderately educated (high school diploma or high school equivalency) adults and the educated or cultivated adults with a college degree.

2. To precisely describe how the patterns of pronunciation, grammar, and vocabulary systematically deviate from Standard English, and to describe how these deviations effect progress in learning to speak, read, and write Standard English.

3. To describe the differential usage of the language of rustic speakers, modern speakers, and educated speakers in the thirteen state Appalachian region in terms of quantity and quality of vocabulary generated in conversation, pronunciation, and grammatical structure.

4. To produce a word frequency count of the entire corpus of dialogue collected.

5. To produce data on individual variations in word count and word frequency for each of the speakers interviewed.

II TRAINING

1. To develop a teacher training package including:

a. Principles for incorporating aspects of linguistic science in teaching reading, writing, and speaking (communication) skills in the classroom.

b. Descriptive data on the dialect characteristics of persons in the Appalachian region.

c. Techniques for teaching vocabulary, grammar, and pronunciation which meet the unique needs of the students in adult basic education classes in the Appalachian region.

2. To conduct in-service workshops and teacher training institutes based upon the training package which will include the dialect geography of

the region.

III DISSEMINATION

1. To report the results of this study of the speech patterns of Appalachia to public school teachers, ABE teachers and to the colleges and universities in the region.

2. To complete data of a demographic nature and data reflecting commonly held attitudes and opinions gathered from the interviews and disseminate this information to ABE teachers and other interested persons in the region.

3. To create and distribute new materials for teaching reading and content subjects based upon regional and dialect considerations emanating from the findings of this study.

4. To prepare and distribute a handbook for teachers describing common features of Appalachian dialect including the word frequency list, pronunciation and grammar analysis and semantic effects of the Appalachian dialect.

REVIEW OF RELATED RESEARCH

The first truly systematic study of the geography of American speech began in 1931 with a linguistic survey of New England under the direction of Hans Kurath.¹ This survey of which the results were published in 1939 was

¹Kurath, Hans Handbook of the Linguistic Geography of New England Washington: American Council of Learned Societies, 1939.

the first to be published of a number of studies to be conducted and published. Though a complete linguistic survey of the United States is not yet available but a review of the ones that are made available and others under investigation is in order.

1. The Linguistic Atlas of the Middle Atlantic and South Atlantic States: This Atlas includes the linguistic surveys of New Jersey, New York, Pennsylvania, West Virginia, Virginia, Delaware, Maryland, North and South Carolina and Eastern Georgia. Originally two separate atlases were planned for four northern and six southern states but later the two groups were combined together. The publishing of Middle-Atlantic and South Atlantic States is still not complete.

2. The Linguistic Atlas of North-Central States: In 1938 Albert H. Markwardt started the linguistic survey of Wisconsin, Michigan, Illinois, Indiana, Kentucky, and Ohio for the Linguistic Atlas of the North Central States. Prior to this survey it was considered that the English spoken in this area is so uniform that it could be simply classified as General American English." But this idea has now been proven false and that the regional differences within the North Central states do exist as they do in all other parts of the United States. The records of this survey are available in two sets one at the University of Michigan where the Atlantic Seaboard is also located and the other at the University of Chicago.

3. The Linguistic Atlas of the Inland South: The Linguistic survey for the inland south has also been organized under one director and includes the states of Alabama, Arkansas, Florida, Louisiana, Oklahoma, Mississippi and West Georgia. Here also a different trend has been adapted. The Louisiana State University has been gathering data for the state of Louisiana. Work in Oklahoma has been completed by the Oklahoma State University. Research foundations are available at Oklahoma State University.

In the rest of the states, Dr. Gordon Wood has used 3000 questionnaire and has gathered data by means of postal check list. He selected one thousand of his best questionnaires and put them on keys to be analyzed by IBM procedure. Wood also recorded the interviews on tapes in Alabama and eastern Tennessee. This work has also not yet been published.

Hans Kurath in his book "A Word Geography on the Eastern United States" has classified the United States into three distinct dialect boundaries based on closely knit sounds of isoglosses, consistent pronunciations vocabulary and grammar.

Kurath's reason for this classification was based on historical facts and the geographic developments of the United States and the migration of people from Europe into New England states and then the later migration of these immigrants to the West. Following is the general classification of Kurath's three dialect areas.

Midland Dialect Area

Kuraths second classification of midland dialect has been recognized by Malmstrom and Ashley as the central and southern Pennsylvania, northern Delaware, and the areas of Pennsylvania settlement on the Delaware, Susquehanna Valley, the southern Appalachian and the upper Piedmont of North and South Carolina. Moving westward to the North Central states area we find North Midland forms and Midland forms in central Ohio, central and northern Indiana and central Illinois. South midland forms (and Midland forms) occur in Kentucky and the areas settled by Kentuckians in southern Ohio, southern Indiana and southern Illinois. Furthermore because of the migrations north on the Mississippi River, south Midland forms are found also in the mining regions of northwestern Illinois, southwestern Wisconsin, and southern Iowa parts of upper Midwest and states. Texas also shares a good amount of Midland dialect.

Some typical examples of Midland dialect are:

Pronunciation:

/r/ is kept after vowels

/e/ in Mary and dairy

/o/ regularly in with

The Southern Dialect Area

The recognized areas of southern dialect are on the Atlantic Seaboard, the Delmarvia (the eastern shore of Maryland and Virginia and southern Delaware) southward into the Virginia Piedmont, Northeastern North Carolina, eastern South Carolina, Georgia and Florida, on the Gulf Coast, central and

southern Mississippi, Louisiana and Texas. In the North-central states, Kentucky especially western Kentucky. Southern dialect forms also appear in California but very rarely.

Some typical examples of Southern dialect are:

Pronunciation

/r/ is lost except before vowels
 /ey/ in Mary
 /z/ in Mrs.

Vocabulary

Carry "escort", take harp, mouth harp "harmonica"
 turn of wood "armload of wood"

Grammar

he fell out of bed
 all two, all both "both"
 on account of "because"

NUMBER OF WORDS NEEDED

Samples of dialect will be collected in thirteen states in the Appalachian region. Nine speakers from each of the states will be interviewed for approximately one hour. It is estimated that the total corpus of dialogue will approach 175,000 words.

Thirteen states x 9 speakers per states x 60 minutes x 50 words/minute=
175,500 words.

TRAINING OF INTERVIEWERS

Graduate students from Morehead State University will be trained as interviewers and will collect the interview data used in this study. The following procedures will be used in the training of the interviewers.

Phase I. Interviewers will be briefed on all aspects of the proposed investigation. This background briefing will include the review of the problem, review related research, research and data gathering procedures, treatment of data and proposed outcomes of the research study.

Phase II. Interviewers will examine and discuss the interview data form, which will be used as a stimulus to elicit conversation from the informants. They will be briefed on the categories of inquiry included in the form, the types of dialog which are most desired, the idea that the information obtained from the informant is less important than the quality in terms of enthusiasms and sincerity of the conversation. A summary of the interview categories and suggested questions within categories follows:

Phase III. Interviewers will observe and critically analyze model interviews presented on video-tape. Often this interviewer will practice interviewing one another using the interview data form. At this time the interviewers will be shown how to operate the tape-recording equipment and will be informed of the necessity of obtaining well modulated sound which is clear and free from background noise. This will be necessary so as to insure that the recordings are of sufficiently high fidelity that they can be transcribed by typists. The final training operation in Phase III includes each interviewer conducting a practice interview on video tape which will be criticized by the project director.

Following this, the interviewers will be asked to review and make any needed adjustments on the interview data form and then be sent into the field to collect the interview data.

A Tentative Questionnaire to be Used in the Training of Interviewers.

GOOD MORNING OR AFTERNOON!!!!

My name is _____ and I am a teacher of _____
in _____ school or county.

I have been given the task to interview some people in the neighborhood so you don't have to worry about what you say, we are only concerned with the language. If by any chance you do say something, this information and tape will be kept strictly confidential.

I will ask you certain questions; you can take as long as you want to answer those questions, any way you want to; but please try to be as natural as you would be in an ordinary conversation in every day life.

THANK YOU !!!!

1. What is your full name please?
2. How long have you lived in this neighborhood?
3. Have you ever lived outside this neighborhood or county or state? If you did live outside, where did you live?
4. How old are you?
5. Are you married?
6. How many children do you have?
7. What do you do for a living? Would you like to tell us something about it.
8. Tell us something about your hobbies.
9. Have you heard anything about these adult basic education programs?

10. Have you ever been to these adult basic education programs or meetings?
11. Has any of your family members ever been to such meetings or taken any courses in adult basic education classes?
12. If yes, what, when, how often, and where?
13. What do you think about these mountains and the life in these mountains?
14. What are some of the other neighborhoods that are easiest for you to get to from where you live, or the ones you most often visit?
15. Do you have many friends? Would you like to name a few of them and tell us something about them?
16. Who would you think are the sort of men leaders in the community where you live and what do you think about them? Would you like to tell us something about them?
17. Do people in your neighborhood work on anything together; such as major problems, crises, projects, celebrations, get togethers, etc., etc.?
18. Do you ever attend such meetings where people ask your opinion like whether you have a right to vote and what kind of meetings are they? Where do you meet?
19. Do you belong to any clubs, organizations, etc., and would you like to tell us something about it?
20. How long have you been working in your present occupation?
21. Do you like it, and how many hours per week do you spend in your occupations?
22. What kind of things do people grow in this area?
23. What do you think are some of the biggest problems in life people face?
24. What do you think people like you can do to help solve such problems?
25. If you were the President of the United States, what are the most important things or changes you would like to do first?
26. Have you ever been out of the United States; and if you have, what other country, besides the United States, would you like to live in?
27. Suppose you are intrusted in some other country, what are some of the most important things you would like to know about that country.

28. At what age do you think a child should start going to school?
29. About how much schooling do you think a son of yours ought to get?
30. Do you think your son and daughter should get the same number of years of schooling?
31. What do you think is an ideal number of children a couple should have?
32. What do you think the age should of boys and girls be before they can be called adults, and when would you call them old?
33. Do you sometimes feel old in this world?
34. What do you think about all these wars going on in the world?
35. Do you think that your place in which you live is a friendly world or place to live?
36. What do you think the churches are doing for the people?
37. What do you think the government is doing for the people?
38. Do you get some newspapers and read them? If yes, what kind of newspapers or magazines do you get?
39. What are the most important things or interesting things you read in the newspapers or magazines?
40. Do you have a radio and do you listen to it? If you do, what kind of programs do you listen to on the radio?
41. Are there any special programs or people you like on the radio?
42. Do you have a TV, and do you watch it? If yes, what kind of programs do you like best?
43. Does anyone else in your family like TV, and do they like different programs or watch different programs than you do?
44. About how many hours per week do you think you watch TV? Do you or anyone else in your family watch the news on the TV? If yes, what channels?
45. Where do you think you get most of your news about what is going on in your neighborhood; in the United States; or in the world? (Journals, radio, TV, neighbors, etc.)

46. What kind of car do you have?
47. Are you happy with your car?
48. Is politics or government ever discussed in your church? Or church is not the right place for such discussions?
49. Do you ever get any information from your church minister about which candidtate you should be voting for?
50. Does your minister ever visit your home, if yes, how often?
51. If you are sick, who do you think of first -- the minister, your friends, or the doctor?
52. Do you think about all these kinds of Hippies, and long-haired, dirty-clothed, boys and girls.
53. Do you think democracy is the best form of government?
54. Do you think we ought to do something about changing the government policies as an individual to help better them?
55. What is your opinion of some of the general characteristics that are different between white and black people?
56. Do you think that the swimming pools should admit people of all races, nationalities, creeds, and cultures, to swim in these swimming pools?
57. Should the children of all races and nationalities attend the same schools in this country, in your opinion?
58. What do you think is the best way to eliminate poverty? Can we change it? Can we eliminate it be certain basic changes in our political and economic system?
59. Do you think that Americans are the most democratic of all other people?
60. What do you think about the landing of man on the Moon?
61. Do you think of yourself, generally as Republican or Democrat, and what are some of the reasons for thinking so?

Thank you very much, I appreciate your time, and I am sorry for any inconvenience to you. Do you have any other comments, or anything else to say? Please feel free to say what you wish.

TYPE AND NUMBER OF SUBJECTS:

Almost every investigator of linguistic research has sought to cover three types of informants to ensure the maximum coverage of the language and to increase the possibility of pronunciation, grammar and vocabulary occurrences at all levels of language usage in the community under study.

For practical purposes the best definition is the one given by McDavid, Jr.¹ while defining the types of subjects that were sought and used by Kurath in his studies.

--Instead of seeking speakers of "the local dialect," Kurath sought three local cultural types who were alike only in naturalness and utterance and in identification with their community for almost two generations and for as many more as possible:

1. In every community an attempt was made to interview a representative of the oldest living native generation with a minimum of formal education, travel and other outside interference.
2. In every community, likewise an attempt was made to interview a middle-aged speaker with about a high school education and somewhat greater reading, travel and general sophistication.
3. Finally in about one community of every five, workers interviewed a cultivated speaker, who was usually a college graduate and a member of one of the oldest-families-presumably a representative of the best local cultural traditions.

¹McDavid, Raven, Jr. "The Sociology of Language" National Society for the study of Education Yearbook 1969. page 35.

Based on Kurath's three criteria as this investigation will employ, nine subjects from each of the Appalachian states will divide these nine subjects as follows :

1. Three subjects older in age (50 or over) with a minimum of formal or no education.
2. Three subjects in their middle working age between 25-50 years with about a high school education or those participants of ABE who have completed the high school equivalency diploma.
3. Three subjects with a college degree or equivalent formal training and cultivated speech.

It is important to mention here that while the number of subjects used in Kurath's and other linguistic surveys was adequate, the type of geographic area and the isolated nature of communities under survey in Appalachia requires the number of subjects to be increased to nine to cover as comprehensively as possible the linguistic geography of the region.

ESTIMATED BUDGET

A. Personnel Salaries		
1. Secretaries (No. 4) (4 sec. at \$75/week/sec x 6 weeks)	\$ 1,800.00	
2. Consultants (No. 5) (5 days x \$75/day)	375.00	
3. Interviewers (No. 120) (120 interviewers at \$2.50/interviewer)	300.00	
	Subtotal Personnel Salaries	\$2,475.00
B. Employees Benefits		
1. Secretaries (No. 4) (Soc. Sec. 4.8% x \$1,800)	86.40	
	Subtotal Employees Benefits	86.40
C. Travel		
1. Consultants avg. (\$200/trip for 3 trips)	600.00	
2. Interviewers avg. (36 days x \$21.50/day) + (10,000 miles x .08/mile)	1,574.00	
	Subtotal Travel	2,174.00
D. Supplies and Materials		
1. Tapes (10 tapes @ \$3.50/tape)	350.00	
2. Secretarial Supplies	200.00	
3. IBM Cards (180,000 @ \$10/1000)	1,800.00	
	Subtotal Supplies Materials	2,350.00
E. Communications		
1. Envelopes, Stamps, Telephone	150.00	
2. Dissemination of Results a. T.-T. package	250.00	
	Subtotal Communications	400.00

F. Statistical

- | | |
|--|--------|
| 1. Computer Time
(10 hrs. @ \$50/hr.) | 500.00 |
| 2. Computer Programs | 500.00 |

Subtotal Statistical	1,000.00
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G. Final Report

- | | |
|-----------------|--------|
| 1. Final Report | 600.00 |
|-----------------|--------|

Subtotal Final Report	600.00
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H. Equipment

- | | |
|--|--------|
| 1. Tape Recorder Rental
(\$25/month x 4 machines @ one month) | 100.00 |
|--|--------|

Subtotal Equipment	100.00
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Subtotal Direct Cost	\$9,185.40
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Indirect Costs

8% of Direct Cost (\$9,185.40)	\$ <u>734.83</u>
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TOTAL PROJECT COSTS

TOTAL PROJECT COSTS	\$9,920.23
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MOREHEAD STATE UNIVERSITY
INKIND CONTRIBUTION TO DIALECT STUDY

A. <u>Personnel Salaries</u>		
Research and Development Staff		\$ 2,000.00
B. <u>Statistical</u>		
Morehead State University Computer Personnel		200.00
C. <u>(1) Equipment</u>		
Morehead State University duplicating equipment to reproduce progress and Final reports		500.00
(2) Morehead State University IBM typewriters - 4		200.00
(3) Morehead State University Instructional Media Center VTR system, etc. for the training of interviewers		500.00
(4) Morehead State University Reading Center resources for curriculum development and instruction		500.00
D. <u>Communications</u>		
Handling of all 3rd and 4th class mail disseminated during and after the study		150.00
	TOTAL	\$ 4,050.00

NOV. 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 DEC. 2 4 6 8 10 JAN. 1970 2 4 6 8 10 12

1. Background research completed.
2. Preparation and testing of interview forms completed.
3. Selection and notification of interviewers completed.
4. Arrangements for training of interviewers completed.

1. Training of interviewers completed.
2. Identification of informant sample completed.

Collection of data

14 16 18 20 FEB. 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 MAR. 2 4 6 8 10 12 14

Interviews completed and tapes collected.

117 transcriptions completed
 117 interviews @ 1 hour each
 8 hours per one hour transcription

832 Hours work required to transcribe tapes manually
 20.8 weeks work.
 4 typists ---and 5.2 or 6 weeks to complete transcriptions.

Analysis of data
 Computer time
 Examination of sentence structure
 Word-frequency and pronunciation from computer.

16 18 20 APRIL 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 MAY 2 4 6 8 10 12 14 1628





Analysis of data
 Computer time

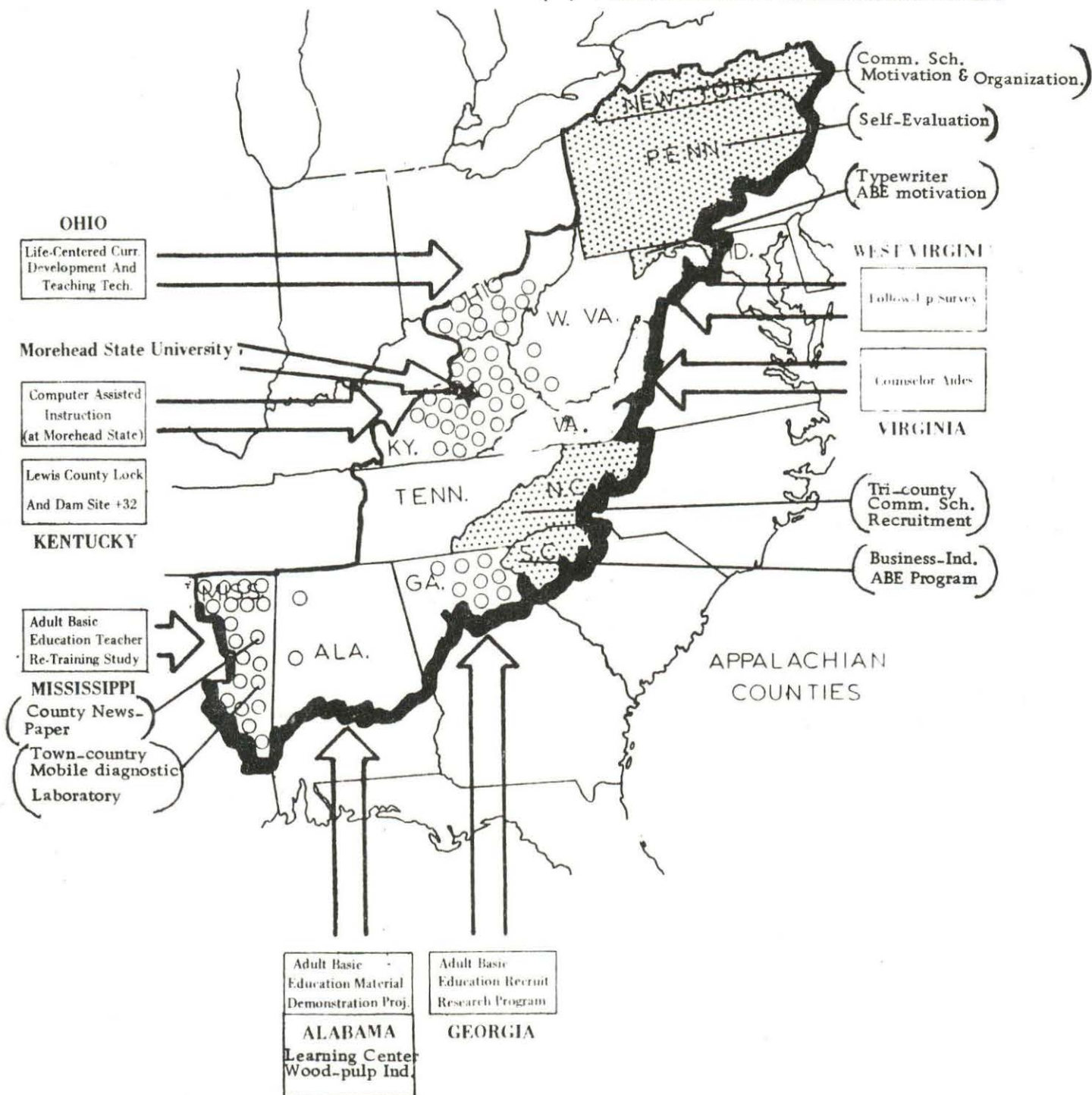
Narration of dialect characteristics completed.
 Word-frequency list printing printed
 Narration of native, modern and educated speakers completed.
 Journal articles completed.

Inservice training package completed.
 Plans for teacher training institute completed.

PROJECT COMPLETED

--- APPALACHIA ---

-  A A B E D C STATE MODULE
-  Potential FY 69 A A B E D C State Module
-  State Module Counties
-  State Modules NEW PROPOSAL DEVELOPMENT



Appalachian map showing the centers around which the research will be conducted.

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A summary of the proposed research may be described by the three major objectives of the study.

I LANGUAGE

1. To identify and describe common patterns in pronunciation, grammar, and vocabulary in a corpus of approximately 180,000 words of Appalachian discourse taken from the native uneducated older adult, the moderately educated (high school diploma or high school equivalency) adults and the educated or cultivated adults with a college degree.
2. To precisely describe how the patterns of pronunciation, grammar, and vocabulary systematically deviate from Standard English, and to describe how these deviations effect progress in learning to speak, read, and write Standard English.
3. To describe the differential usage of the language of rustic speakers, modern speakers, and educated speakers in the thirteen state Appalachian region in terms of quantity and quality of vocabulary generated in conversation, pronunciation, and grammatical structure.
4. To produce a word frequency count of the entire corpus of dialogue collected.
5. To produce data on individual variations in word count and word frequency for each of the speakers interviewed.

II TRAINING

1. To develop a teacher training package including:
 - a. Principles for incorporating aspects of linguistic science in teaching reading, writing, and speaking (communication) skills in the classroom.
 - b. Descriptive data on the dialect characteristics of persons in the Appalachian region.
 - c. Techniques for teaching vocabulary, grammar, and pronunciation which meet the unique needs of the students in adult basic education classes in the Appalachian region.
2. To conduct in-service workshops and teacher training institutes based upon the training package which will include the dialect geography of the region.

III DISSEMINATION

1. To report the results of this study of the speech patterns of Appalachia to public school teachers, ABE teachers and to the colleges and universities in the region.
2. To complete data of a demographic nature and data reflecting commonly held attitudes and opinions gathered from the interviews and disseminate this information to ABE teachers and other interested persons in the region.
3. To create and distribute new materials for teaching reading and content subjects based upon regional and dialect considerations emanating from the findings of this study.
4. To prepare and distribute a handbook for teachers describing common features of Appalachian dialect including the word frequency list, pronunciation and grammar analysis and semantic effects of the Appalachian dialect.

G.E.
Dialect Study file

May 1, 1970

Dr. John Morrow
Director of Educational Research
Department of Health, Education, and Welfare
Region III
220 7th Street, N.E.
Charlottesville, VA 22901

Dear Dr. Morrow:

In response to your letter of April 17, 1970 regarding my research proposal # O-C-047 and the three questions raised by the members of the Reviewing Panel, I submit to you the following:

I had arranged a meeting on April 28, 1970 with Dr. Roger Shuy and his two associates, Dr. Walter Wolfran and Dr. Ralph Fasold at the Center for Applied Linguistics, Washington, D.C. and Dr. John Sherk from the University of Missouri, Kansas, Missouri and myself.

After considerable thought and discussion, the conclusion of this meeting was that the Dialect Survey of the Appalachian Region Proposal under consideration for funding by your office is probably the largest study in the field of dialects and language surveys. The design being used in this study and the use of computer analysis is probably the most valid design and definitely a very refined method over previous studies.

The punching of each word on IBM cards with various symbols will not only enable us to make the data available for the analysis to meet the objectives of this study, but also for the use of any further implications or related studies or different kinds of objectives that might be considered by this Center, the Center for Applied Linguistics, Washington, D.C., or any other researchers in the field.

The corpus of approximately 450,000 words according to most recent estimates punched on the same number of IBM cards will give us a magnetic computer tape and also the prints in whole or in part at any later date.

Dr. Wolfran and Dr. Fasold have also agreed to serve as consultants in this study if the Center for Applied Linguistics would be permitted to use the data at a later date.

Dr. Morrow
Page 2
May 1, 1970

I am sure the above explanation will serve as a satisfactory answer to your first two questions, but if there are any other questions, I will be happy to provide you with further information.

The last question in your letter was the inflated cost of IBM cards. The cost of IBM cards certainly seems inflated. The present and most accurate estimate is \$405 for 450,000 cards at 90¢ per thousand, but if you will notice, the number of words that will be collected in this data have increased from 175,000 to approximately 450,000 which is more than double the estimated number of words.

The cost of analysis and collection of data, travel, materials, supplies, communications, will probably stay the same, but an increase in the secretarial help will be required to complete the transcription and key punch operations.

The item under personnel salaries for secretaries as originally requested shows \$1,800. Due to the increase in the number of words, may I request that an additional 3 secretaries for 6 weeks at \$75/week (\$1,350) be considered. This will increase the total secretarial cost, \$1,350.00, or a total of \$3,150 for secretaries. This will also result in an increase of \$64.80 in employee benefits for a total of \$151.20. With these changes the total project cost will be \$9,940.03.

I hope my above justification for the solicited questions and request for amendment in item No. 1 on personnel salaries will meet your criteria for the funding of this proposal.

If there are any other questions or adjustments required of the researcher, I will be happy to meet the requirements.

Thank you very much for the consideration of my research proposal. To save time and considering the application of this study for the Appalachian Region, I have already begun the data collection of AABEDC research funds with a hope of getting this study funded by your office. I hope to hear an early and favorable response from you.

With regards,

Sincerely yours,

Husain Qazilbash
Curriculum Specialist &
Assistant Professor of Education
AABEDC
Morehead State University

HQ:lr

REVISED BUDGET

DIALECT STUDY

JUNE 13, 1970-JUNE 30, 1971

*Approved by
Mr. Alexander
Region IV
AJE*

A. Personnel Salaries

1. Secretary (Full time) (11 months x \$300/mo.)	\$3300.00
2. Consultants (No. 4) (4 days x \$75/day)	300.00
3. Graduate Assistant (Computer analysis) (12 months x \$244.44/mo.)	<u>2934.00</u>
	Subtotal Personnel Salaries
	\$6534.00

B. Employee Benefits

1. Secretary - Soc. Sec. 4.8% of \$3300	159.00
Retirement Ky. 7% of \$3300	231.00
Life Insurance \$.81/mo. x 11 months	<u>9.00</u>
	Subtotal
	\$ 399.00

C. Travel

1. Consultants (Avg. \$200/trip for two trips)	400.00
2. Director (Avg. \$200/trip for two trips)	<u>400.00</u>
	Subtotal travel
	\$ 800.00

D. Supplies and Materials

1. IBM Cards (357,000 @ \$1.00/1000)	<u>357.00</u>
	Subtotal
	\$ 357.00

E. Communication - N/A

F. Statistical

1. Computer programs

\$1040.00

Subtotal

\$1040.00

G. Final Report

1. Final Report

75.00

Subtotal

\$ 75.00

H. Equipment - N/A

Total Project Costs

\$9205.00