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African American English and Other Vernaculars in Education

A Topic-Coded Bibliography

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For more than 50 years, linguists have been interested in the educational challenges faced by speakers of African American Vernacular English, creoles, and other vernaculars, believing that the perspective of our discipline could be helpful to teachers and students alike. Psychologists, educators, and other scholars have also contributed insights from their disciplines. In this bibliography, we assemble nearly 700 references on this topic, assigning them codes depending on the topics to which they are relevant: assessment and achievement; bidialectalism and contrastive analysis; culture and curriculum; dialect readers; edited volumes; linguistic descriptions; pidgins and creoles; controversies about AAVE in the schools; narratives and other discourse-level features; speaking and listening; politics and policy; reading; strategies for instruction; teacher preparation; writing; linguistic interference; and normal and abnormal language acquisition and development. The bibliography is preceded by abbreviated (author/date) lists of citations indicating which references are relevant to each topic, along with a brief introduction.

Keywords: *African American Vernacular English; vernacular languages; education; bibliography*

More than forty years of scholarly attention to the intersection of language and education have resulted in a rich body of literature on the role of vernacular language varieties in the classroom. At times, this field of work can be bewildering in

AUTHORS' NOTE: We wish to dedicate this bibliography to Dr. Geneva Smitherman, or Dr. G., as many of us affectionately know her. In the more than thirty years since linguists first began to apply their efforts to issues of language in education, Dr. G. has been at the forefront of efforts to help teachers, administrators, and the public appreciate and respect the integrity of black students' language and take it into account in helping them realize their fullest potential in schools and society. We hope that this bibliography, in its own small way, will contribute to that noble effort, and it is a pleasure to offer it as a tribute to Dr. G.'s work and legacy.

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its size and variety, drawing as it does on the diverse methods, theories, and research paradigms of fields such as sociolinguistics, applied linguistics, psychology, and education. Here, we hope to provide a tool useful for those interested in the complex issue of how knowledge about language variation can be used to more effectively teach students who speak a nonstandard or stigmatized language variety. We are pleased to present an extensive bibliography providing complete citations for more than 650 journal articles, periodical articles, books, book chapters, and unpublished dissertations on this vital topic.

Additionally, to allow researchers to zero in on an area of particular concern, we have devised eighteen “topical” categories that represent distinct strands of research and assigned each citation codes corresponding to one or more of these categories. The two largest categories, with more than 100 and 150 references each, respectively, are those we have coded as R (reading) and I (ideology and attitudes). This undoubtedly reflects the early origins of the study of African American Vernacular English (AAVE) by linguists, who sought to remedy the alarming failure of schools to help inner-city AAVE-speaking students read on grade level, and the highly uninformed attitudes that often underlay (and still underlie) that failure. But other specific areas of interest and concern are also represented, for instance, the assessment and achievement of AAVE speakers (category A, with more than 70 entries), bidialectalism and contrastive analysis (category B, with more than 90 entries), and strategies for instruction (category S, with more than 100 entries), writing (category W, with more than 70 entries).

For ease of reference—and to assist newcomers to the field in quickly assessing the “lay of the land”—we also provide lists of abbreviated references to all citations in a given category, prefaced by a brief review of the literature.

A few words about what our bibliography includes and what it does not. Our focus, of course, is on AAVE as spoken in the United States. But as our title indicates, we have included language and education research on similar or related vernacular varieties. Topping the list is work on pidgins and creoles (e.g., Siegel 1992b), primarily English-based ones, like the varieties in Jamaica and Hawaii (e.g., Hinds 1990; Tamura 2002), but also others like Haitian French creole (Zephir 1999) that involve related issues. Caribbean immigrants to the United States, Canada, and England have also posed linguistic challenges to the school systems in these regions (see Fischer 1992; Coelho 1991; and Edwards 1979, respectively). And attempts to analyze and solve their language-related problems should be instructive to those working with AAVE and other vernacular speakers in the United States as well. Finally, work on European vernaculars, although only minimally represented here (e.g., Osterberg 1961; Barbour 1987; Bull 1990) has played a key role in the literature on AAVE (see, for instance, Stewart 1969; Rickford and Rickford 1995). This is one area, along with research on vernacular literacy in other parts of the

world (see Tabouret-Keller et al. 1997) that deserves to be explored further for its insights.

Given our focus on AAVE and education, several other topics that are well represented in the sociolinguistic literature are not represented here, for instance, language variation, diachronic issues like the creole origins and divergence hypotheses, and so on. For reasons of space, references to bilingual education are few and have only been included where the authors have drawn explicit parallels with AAVE or pidgin/creole varieties. Space restrictions have also forced us to exclude some material that was relevant but represented in other work by the author(s) that was already included.

To compile this list, we supplemented our personal lists of familiar references with extensive searches of citation databases such as Linguistic and Language Behavior Abstracts (LLBA), Educational Resources Information Center (ERIC), and Dissertation Abstracts International (DAI). We have also relied on previous, similar bibliographies (e.g., Harris et al. 1995), as well as the personal suggestions of a number of key researchers involved in various aspects of this broad, interdisciplinary field of inquiry. Nevertheless, in closing, we must confess to a certain amount of trepidation as we submit this bibliography, since omissions are inevitable. Rather than fearing letters or e-mails from colleagues writing to complain that we have omitted relevant work, we would like to make it publicly known that we welcome such suggestions, since they will allow us to update and expand this bibliography in future efforts.

Using the Bibliography

For each category, we present a list of abbreviated references prefaced by a brief literature review intended as an initial sketch rather than a full portrait. For ease of reference, the complete bibliography is presented alphabetically by author. In the right-hand column of the complete bibliography, each entry is annotated to indicate the main topic(s) of the piece, according to one of the eighteen categories below. Where an entry has more than one code, they are listed in alphabetical order rather than by order of importance. References coded as E (edited volume or anthology) diverge slightly from this rule, in that the topics dealt with in various chapters in the book appear after the E inside parentheses, but again, in alphabetical order.

Topic-Specific Lists of References, with Brief Literature Reviews

(A) Assessment, Testing, and Achievement

Even as we celebrate the fiftieth anniversary of the legal desegregation of public schools, the legacy of racial separation and inequality is still evident in the gap in

achievement separating poor and minority students from their less disadvantaged counterparts (Farkas 2003; Irving 2003; Perry, Steele, and Hilliard 2003). Determining the role that linguistic difference plays in the black-white achievement gap was a central question concerning early sociolinguistics and remains a vital topic of inquiry today. The references we have coded as A deal with the achievement gap in general, the achievement gap in the language arts, and the role of linguistic difference in the achievement gap and solutions to it. Academic achievement is, of course, closely related to perceptions of intelligence, and some research on best practices in cognitive assessment of minority populations is also included in this category (e.g., Baugh 1988). In addition, since the means of assessment is crucial to

Short Citations for Works on Assessment, Testing, and Achievement

- | | |
|---------------------------------|---|
| Agnew and McLaughlin 1999 | Labov and Robins 1969 |
| Ball 1999 | Lee 2002 |
| Baugh 1988, 1999b | LeMoine 2001 |
| Becker and Luthar 2002 | Maddahian and Sandamela 2000 |
| Bereiter and Engleman 1966 | Mahiri 1994 |
| Bogatz et al. 1986 | Moore 1999 |
| Bond 1981 | Nichols 1977 |
| Chambers 1983 | Ogbu 1991 |
| Cole and Taylor 1990 | O'Neal 1990 |
| Cook-Gumperz 1993 | Orr 1987 |
| Cummins 1986 | Pandey 2000 |
| Delpit and Dowdy 2002 | Pena and Gillam 2000 |
| FairTest n.d. | Perry and Delpit 1997, 1998 |
| Farkas 2003 | Perry, Steele, and Hilliard 2003 |
| Farrell 1983 | Politzer et al. 1974 |
| Feldman et al. 1990 | Reveron 1984 |
| Fordham 1999 | A. Rickford 1996, 2002b |
| Fordham and Ogbu 1986 | J. Rickford 1999a, 1999b, 1999c, 2002 |
| Foster 1999 | Rodekohr and Haynes 2001 |
| Fryburg 1974 | Sandoval et al. 1998 |
| Gadsen and Wagner 1995 | Santa Ana 2004 |
| Gilmore 1987 | Scott 1993 |
| Goupal-McNicol et al. 1998 | Severson and Guest 1970 |
| Greenberg 1984 | Seymour and Bland 1991 |
| Harper et al. 1998 | Seymour, Bland-Stewart, and Green 1998 |
| Harris et al. 2001 | Seymour and Jones 1981 |
| Hilliard 1983, 1997, 1999 | Seymour et al. 1995, 1999 |
| Hobson 1987 | Smitherman 1977, 1981, 1992, 1994, 1996, 1997 |
| Hockman 1973 | Smitherman and Cunningham 1997 |
| Hoover et al. 1996 | Spencer et al. 2001 |
| Hoover and Taylor 1987 | Steele 1992 |
| Horvat and Lewis 2003 | Stoller 1975a |
| Irvine 1990, 2002 | Taylor 1986b |
| Joiner 1979 | Tett and Crowther 1998 |
| Journal of Negro Education 1998 | Thomas 1983 |
| Kamhi et al. 1996 | Thomson 1977 |
| Labov 1970a, 1976, 2003 | Torrey 1970 |

- | | |
|----------------------------------|---|
| Van Keulen et al. 1998 | Wolfram 1976, 1986, 1994b, 1998a, 2001a |
| Vaughn-Cooke 1983, 1999 | Wolfram, Adger, and Christian 1999 |
| Washington and Craig 1999 | Wroge 1998 |
| Washington and Miller Jones 1989 | Wyatt 1999, 2001 |
| White 1986 | |

consider when evaluating data on achievement, work dealing with standardized testing and alternative methods of assessment is included here (Labov 1975; Wolfram 1986; Ball 1999). A related, but distinct, strand of research concerns the role of assessment in (mis)labeling linguistically diverse students with communication disorders; references addressing issues of normal and pathological language acquisition are grouped primarily under category Y below.

(B) Bidialectalism, Contrastive Analysis, and Teaching English as a Second Dialect

“Bidialectalism” refers to the perspective that vernacular speakers can and should command the standard variety as well as their native vernacular. It is an additive, rather than an eradictive, perspective, in that it seeks to expand speakers’ linguistic repertoires instead of replacing one linguistic competence with another, more prestigious competence. For a fuller exposition of the rationale behind adopting a bidialectal approach, see Allen (1969) and Baratz (1970b) for criticisms of the bidialectal approach, see Sledd (1969); Smitherman (2000b, 347-49); and Gilyard (1996).

Because of the pragmatic appeal of learning Standard English to increase speakers’ chances of educational and economic attainment, bidialectalism is perhaps the most widely accepted and implemented linguistically aware approach. Consequently, there are several rich descriptions of methods and materials available for use by teachers interested in helping their students improve their ability to speak Standard English in certain situations (e.g., Crowell et al. 1974; Mantell 1974; Elifson 1977; Anderson 1990a, 1990b; Love 1991; Parker and Crist 1995).

Historically, bidialectalism as a stance has been closely associated with instructional approaches adapted from foreign-language teaching. In particular, the technique of Contrastive Analysis has been singled out by linguists as a particularly promising way to increase vernacular speakers’ conscious control over standard features. Contrastive analysis relies on explicit comparisons of specific features in two linguistic varieties, intended to help the language learner to discern small but crucial differences between her or his native variety and the target variety as a step toward L2 mastery. Early arguments for using contrastive analysis drills to help AAVE speakers master Standard English can be found in Feigenbaum (1970); and Lin (1963).

Short Citations for Works on Bidialectalism, Contrastive Analysis, and Teaching English as a Second Dialect

-
- | | |
|-------------------------------------|---|
| Abrahams and Troike 1972 | Linnes 1998 |
| Adger 1993, 1997, 1998 | Lockwood 1998 |
| Adger, Christian, and Taylor 1999 | Los Angeles Unified School District and |
| Ai 2002 | LeMoine 1998 |
| Alatis 1970 | Love 1991 |
| Allen 1969, 1972 | Maddahian and Sandamela 2000 |
| Anderson 1990a, 1990b | Mantell 1973, 1974 |
| Baker 2002 | Marckwardt 1974 |
| Baratz 1969a, 1970b | Maxwell 1979 |
| Baugh 1992, 2004 | McWhorter 1997 |
| Berger 1997 | Morgan 2002 |
| Blake and Van Sickle 2001 | Morrow 1986 |
| Burling 1973 | Moses et al. 1976 |
| E. D. Campbell 1994 | Murray 1997 |
| K. Campbell 1997 | Musgrave 1962 |
| Cassidy 1970 | Nero 1997, 2001 |
| Cazden 1999 | Ojo 2002 |
| Coleman 1997 | Padak 1981 |
| Curzan 2002 | Palacas 2001, 2002 |
| Craig 1966, 1976, 1983, 1999 | Pandey 2000 |
| Crowell et al. 1974 | Parker and Crist 1995 |
| Crowell and Kolba 1974 | Perez 2000 |
| Dandy 1991 | Politzer 1993 |
| DeBose 1992 | Politzer and Hoover 1974 |
| Delpit 1988 | Price 1993 |
| Dillard 1978 | Ramirez et al. 1999 |
| Elifson 1976, 1977 | Rentel and Kennedy 1972 |
| W. Edwards 1981 | Rickford 1997b, 1999a, 1999c, 1999d, 2002 |
| Feigenbaum 1970 | Robbins 1989 |
| Fischer 1992 | Schierloh 1991 |
| Flowers 2000 | Scott 1997 |
| Fogel and Ehri 2000 | Secret 1997 |
| Gilyard 1996 | Seymour and Seymour 1979 |
| Harris et al. 2001 | Siegel 1992a |
| Harris-Wright 1987, 1999 | Simmons 1991 |
| Hollie 2001 | Sledd 1969 |
| Holmes 1999 | B. Smith 1979 |
| Hoover 1978, 1989, 1991 | E. Smith 1995 |
| Hopson 2003 | Smitherman 1977 |
| Ingram 1989 | Stewart 1964, 1970 |
| Jaggard and Cullinan 1974 | Stoller 1975a |
| Johnson 1969 | H. Taylor 1989/1991 |
| Koch et al. 2001 | J. Taylor 1987 |
| Kochman 1974 | O. Taylor 1983, 1985, 1986a |
| Laffey and Shuy 1973 | Thomas 1983 |
| LeMoine 2001 | Troike 1974 |
| LePage 1968 | Underwood 1974 |
| Lewnau and Bremer 1973 | Urciuoli 1985 |
| Lin 1963 | Van Keulen et al. 1998 |
| Linguistic Affirmation Program 1999 | Wassink forthcoming 2004 |

Wheeler forthcoming 2004
 Wheeler and Swords forthcoming
 Williams 1975

Wolfram 1994a, 2001b
 Young 2003, 2004

More recently, contrastive analysis for the elementary classroom has been pedagogically updated to rely less on drills and more on high-interest exercises integrated with literature and writing. Two K-12 programs exemplary in this regard are the Los Angeles Unified School District's (LAUSD's) Academic English Mastery Program (see LAUSD and LeMoine 1998; Maddahian and Sandamela 2000; LeMoine 2001) and the DeKalb County Bidialectal Communication Program (Harris-Wright 1989, 1999; Ingram 1989; Rickford 2002). There also exist a handful of evaluations of experimental classroom interventions that have quantitatively shown that contrastive analysis is an effective method of helping nonstandard dialect writers master features of Standard English (e.g., Taylor 1989; Schierloh 1991; Fogel and Ehri 2000), but this remains an area sorely in need of further research.

Short Citations for Works on Culture and Curriculum

-
- | | |
|-------------------------------------|---|
| Abrahams and Troike 1972 | Delpit and Dowdy 2002 |
| Actouka and Lai 1989 | Dillard 1970 |
| Afaga and Lai 1994 | Edelsky 1996 |
| Au 1980 | V. Edwards 1986 |
| Au and Kawakami 1985, 1991 | Fecho 2004 |
| Balester 1993 | Folb 1980 |
| Ball 1992, 1994, 1995, 2000a, 2000b | Fordham 1999 |
| Banks et al. 1993, 1995 | Freedman 1999 |
| Baugh 1999b | Gadsen and Wagner 1995 |
| Bell and Clark 1998 | Garth-McCullough 2003 |
| Blackburn and Stern 2000 | Gilyard 1996 |
| Boggs 1985 | Grant 1973, 1974 |
| Bohn 2003 | Harber 1981 |
| Boone 2003 | Heath 1983 |
| Brathwaite 1985 | Hefflin and Barksdale-Ladd 2001 |
| C. Brooks 1985 | Hoover 1989, 2002 |
| W. Brooks 2001 | Howard 1999 |
| Camitta 1993 | Irvine 1990, 2002, 2003 |
| Campbell 1997 | Kochman 1981, 1989 |
| R. Carter 1993 | Labov and Robins 1969 |
| T. Carter 1971 | Ladson-Billings 1992, 1994, 1995, 2001 |
| Christie 1996 | Lanehart 2002b |
| Cook-Gumperz 1993 | Lass 1980b |
| Courts 1997 | Lee 1993, 1995a, 1995b, 1997 |
| Crawford 2001 | Leeper 2003 |
| Cross and Aldrige 1989 | Los Angeles Unified School District and
LeMoine 1998 |
| Cummins 1986 | Michaels 1981, 1984 |
| Dandy 1991 | Nichols 1989 |
| Delpit 1988, 1995, 2002 | |

Short Citations for Works on Culture and Curriculum (continued)

Ogbu 1991, 1992, 1999	Smitherman 1996, 1997
Perry and Delpit 1997, 1998	Smitherman and Cunningham 1997
Perry et al. 2003	Starks 1983
Purcell-Gates 1993	Straker 1985
Ramirez et al. 1999	Sutcliffe 1982, 1986
Richardson 1997, 2003	D. Taylor 1988
A. Rickford 1996, 1999, 2002a	O. Taylor 1986a
Rickford and Rickford 1995	Tett and Crowther 1998
Seitz 1975	Troutman 1997
Severino et al. 1997	Van Horn 2000
Siegel 1992a	Williams 1975
Simpkins and Simpkins 1981	Zephyr 1999
W. Smith 1979	

(C) Culture and Curriculum

The influence of culture has long been one of the most richly investigated yet poorly understood areas in the teaching and learning dynamic. The entries in this section examine the impact of African American culture on the school success of black students, not only in terms of the cultural knowledge and capital that they bring to the classroom context, but also in terms of the extent to which culture is embedded in the curriculum, pedagogy, and discipline that teachers administer and practice (Grant 1973, 1974; Lee 1995, 1997). The need for and effect of curriculum materials that contain culturally relevant content such as the themes, issues, characters, and problems that students encounter in their literary materials is investigated (A. Rickford 1996). The effect of culturally relevant pedagogy such as strategies, methods of in-

Short Citations for Works on Dialect Readers and Teaching Initial Literacy in the Vernacular

Adger 1993	Fasold and Shuy 1970
Anderson 1990b	Fischer 1992
Bailey 1970	Fishbein 1973
Baratz and Shuy 1969	Flanigan 1996
Barbour 1987	Gerbault 1997
T. Bull 1990	Harris et al. 2001
W. Bull 1955	Jaggard 1974
Carrington 1997	Kephardt 1997
Charpentier 1997	Labov 1995
Cheavens 1957	Leaverton 1971, 1973
Cheshire and Stein 1997	Lewnau and Bremer 1973
Craig 1977, 1980a, 1999	Linguistics and Education 1995
Davis, Gladney, and Leaverton 1968	Marwit and Neumann 1974
Devonish 1983	McWhorter 1997
Dillard 1972	Nolen 1972
Engle 1975	Österberg 1961
Fasold 1969	Ramirez et al. 1999

- | | |
|-----------------------------------|------------------------------------|
| Rickford 1997b, 1999c, 1999d | Stoller 1975a, 1975b |
| Rickford and Rickford 1995 | Straker 1985 |
| Shuy 1969a | Strickland and Stewart 1974 |
| Siegel 1992a, 1992b, 1999b | Tabouret-Keller et al. 1997 |
| Simmons 1991 | Vikør 1989 |
| Simpkins 2002 | Williams 1975 |
| Simpkins and Simpkins 1981 | Wolfram 2001a |
| Simpkins, Simpkins, and Holt 1977 | Wolfram and Fasold 1969 |
| Smitherman 1977 | Wolfram, Adger, and Christian 1999 |
| Stewart 1969b | Wroge 1998 |

struction, and types of questioning that teachers incorporate into their daily teaching practice is also discussed, as are behavior management techniques that have been found to be connected with the academic success of African American students (Ladson-Billings 1994).

(D) Dialect Readers and Teaching Initial Literacy in the Vernacular

Proposals that AAVE-speaking students be first taught to read in their vernacular, so that they do not have the dual task of learning to read (decode/comprehend) and learning a second dialect, originated in the 1960s (Stewart 1969; Baratz and Shuy 1969). These proposals were influenced by earlier research supporting the value of, if not the right to, initial literacy in one's vernacular *language* (Cheavens 1957) and/or *dialect* (Österberg 1961). Although the "dialect reader" approach has experimental evidence in its favor (e.g., Simpkins and Simpkins 1981; Bull 1990), it has not been without its critics (e.g., Bailey 1970; McWhorter 1997), and it has never been the primary method advocated by linguists (Contrastive Analysis is). Nevertheless, Rickford and Rickford (1995) conclude that research on this approach is worth continuing, and a new edition of the most famous AAVE dialect reading program, *Bridge* (Simpkins, Simpkins, and Holt 1977) is about to be released.

Short Citations for Edited Volumes, Anthologies, and Other Bibliographies

- | | |
|-----------------------------------|-------------------------|
| Abrahams and Troike 1972 | Cheshire and Stein 1997 |
| Adger, Christian, and Taylor 1999 | Christie 1996 |
| Alladina and Edwards 1991 | Crawford 2001 |
| Baratz and Shuy 1969 | Cullinam 1974 |
| Baugh 1999b | Delpit and Dowdy 2002 |
| Bentley and Crawford 1973 | DeStefano 1973 |
| Brooks 1985 | Fasold and Shuy 1970 |
| Chambers 1983 | Gadsen and Wagner 1995 |

Short Citations for Works on Features of AAVE and Other Vernaculars

Giannasi 1976	Ramirez et al. 1999
Gilyard 1996	Rickford 1999a
Green 2002a, 2002b	Santa Ana 2004
Harris et al. 1995, 2001	Schwartz 1980
Hoover 1998	Severino and Butler 1997
Irish 1995	Siegel 1992a
Irvine 1990, 2002, 2003	Smitherman 1977, 1981a, 2000b
Journal of Negro Education 1998	Stewart 1964
Kamhi et al. 1996	Stoller 1975a
Labov 1972	Sutcliffe and Wong 1986
Laffey and Shuy 1973	Tabouret-Keller et al. 1997
Lanehart 2001	Taylor 1986
Lass 1980b	Taylor and Leonard 1998
Makoni et al. 2003	Van Keulen et al. 1998
Morgan 2002	Webber 1985
Mufwene et al. 1998	Williams 1975
Perry and Delpit 1997, 1998	Wolfram, Adger, and Christian 1999

(E) Edited Collections, Single-Authored Overviews,
Other Bibliographies

At the core of this category are edited books and journal issues with articles by a variety of authors on various aspects of AAVE and education, including classics like Stoller (1975) and the two-volume Center for Applied Linguistics set (Baratz and Shuy 1969; Fasold and Shuy 1970), and more recent collections like Makoni (2003) and Santa Ana (2004). These are invaluable resources for university classes and teacher training workshops, but once we began to assemble the list, we realized that single-authored works that covered a variety of topics or included collections of separately published articles (e.g., Labov 1972; Baugh 1999; Smitherman 1976, 2000) were similar in several respects and also belonged in this category. And because they were similar to both of these in their utility as reference works, we also included bibliographies (like Harris et al. 1995 and Hoover 1998) in this category as well.

One interesting aspect of this category is the way in which book publication increased following major controversies involving African American English. The Ann Arbor *King* decision of 1979, for instance, yielded several books (including Whiteman 1980; Smitherman 1981; and Chambers 1983), and the Oakland “Ebonics” controversy of 1996 yielded even more (including Perry and Delpit 1998; Adger, Christian, and Taylor 1999; Ramirez et al. 1999; and Crawford 2001). At the same time, edited collections like Abrahams and Troike (1972), Laffey and Shuy (1973), Gadsen and Wagner (1995), and Kamhi et al. (1996) were produced in relative independence of local or national controversies and represent a long-standing and persistent concern with the limitations of urban education.

Short Citations for Works on Features of AAVE and Other Vernaculars

Abrahams and Troike 1972	Labov 1970b, 1972
Alim 2004	Lanehart 2001
Allsopp and Allsopp 1996	LePage 1981
Baugh 1983, 1999b	Major 1994
Bentley and Crawford 1973	McDavid 1970
Berry and Hudson 1997	McWhorter 1998
Brown 1968	Morgan 2002
Burling 1973	Mufwene et al. 1998
Cassidy and LePage 1967	Palacas 2002
Christie 1996	Politzer et al. 1974
Cox 1992	Rickford 1997a, 1999a
Craig 1999	Rickford and Greaves 1978
Craig and Washington 1994	Rickford and Rickford 2000
Dandy 1991	Roberts 1988
Dillard 1970, 1972	Sakoda and Siegel 2003
DeStefano 1973	Sebba 1997
V. Edwards 1986	Shuy 1970
W. Edwards 1981	Smitherman 1977, 1998c, 2000a, 2000b
Farr and Daniels 1986	Smitherman and Baugh 2002
Fasold and Shuy 1970	Sutcliffe 1982
Fasold and Wolfram 1970	Troutman 1998
Folb 1980	Williams 1975
Gilyard 1996	Wolfram 1969, 2004
Glowka and Lance 1993	Wolfram and Adger 1993
Green 2002a, 2002b, 2004	Wolfram and Christian 1976a, 1989
Hackenberg 1973	Wolfram and Schilling-Estes 1998
Holm 2000	Wyatt 1995
Holton 1984	

(F) Features of AAVE and Other Vernaculars

A solid understanding of the vernacular features schoolchildren use—and the fact that they represent rule-governed regularities, not random mistakes or “deviations” from the standard or mainstream variety—is essential for any teacher attempting to build on the language skills students bring from their homes and communities.

Except for a few studies dealing with English vernaculars in the Caribbean (Craig 1999), Britain (Edwards 1986), Aboriginal Australia (Berry and Hudson 1997), and whites in the United States (e.g., Cox 1992), the citations in this section deal with AAVE. The classic overview of AAVE phonology and grammar for many years was Fasold and Wolfram (1970), but newer lists like those in Wolfram (1991), Rickford (1999a), and Green (2000a) include features like *come* and *steady* that were discovered or extensively discussed since 1970. In general, we favor overviews, and exclude works focusing on just one or two features. Some descriptions

of AAVE features (e.g., Labov, 1972; Green 2002a) are quite technical; Smitherman (1977) and Rickford and Rickford (2000) are more accessible to nonlinguists.

For the lexicon or vocabulary of AAVE, we include only more substantial works (e.g., Major 1994; Smitherman 2000a), excluding “booklets” of slang or hip-hop words.

(G) Pidgins and Creoles

Our entries in this category make no claims to completeness. Apart from occasional references to French creoles in Guadeloupe (Schnepel 2004) and Haiti (Zephir 1999), the items in this category all focus on *English-based* creoles in the Caribbean and Pacific. Even so, were we to cover them with the comprehensiveness we attempt to provide for AAVE—with entries for feature descriptions and each of the other topic headings in this bibliography—we would rapidly exceed our avail-

Short Citations for Works on Pidgin and Creoles

Actouka and Lai 1989	V. Edwards 1979, 1983, 1986
Afaga and Lai 1994	Feldman et al. 1990
Alladina and Edwards 1991	Fischer 1992
Allen 1993	Hinds 1990
Allsopp and Allsopp 1996	Holm 2000
Au 1980	Hudicourt-Barnes 2003
Au and Kawakami 1985	Hudson 1992
Bachay 1998	Huebner 1985
Bentolila 1987	Irish 1995
Berry and Hudson 1997	Jones 1965
Blake and Van Sickle 2001	Kawakami 1999
Boggs 1985	Kephardt 1992
Brathwaite 1985	Leeper 2003
Carrington 1969, 1976, 1983	LePage 1968, 1981
Carrington and Borely 1977	McCourtie 1998
Cassidy 1970	Moore 1999
Cassidy and LePage 1967	Morren 2002
Charpentier 1997	Nero 1997, 2001
Christie 1996	Nidue 1992
Clachar 2003	Ohama et al. 2000
Coelho 1988, 1991	Pollard 1999
Cox 1992	Pratt-Johnson 1993
Craig 1966, 1971, 1976, 1977, 1980b, 1983, 1999	Reynolds 1999
Crawford 2001	Richards and Pratt-Johnson 1995
Crowley 1990	Rickford 1985, 1999a
Dalphinis 1985	Rickford and Greaves 1978
Devonish 1983, 1986, 1996	Roberts 1988, 1994
	Robertson 1996

Short Citations for Works on Pidgin and Creoles (continued)

Sakoda and Siegel 2003	Tamura 2002
Sato 1985, 1989	Tett and Crowther 1998
Schnepel 2004	Wassink 1999, forthcoming 2004
Sebba 1997	Watson-Gegeo 1994
Sh nukal 2002	Wheldall and Joseph 1985
Siegel 1992a, 1992b, 1996, 1997, 1999a, 1999b, 2001, 2002	Winer 1986, 1993
Simmons-McDonald 1988, 1994, 1996	Winford 1976
Sutcliffe and Wong 1986	Zephir 1999

able space. As it is, for features, we have to content ourselves with listing two of the major Caribbean English dictionaries (Allsopp and Allsopp 1996; Cassidy and LePage 1980) and the very general, relatively nontechnical, descriptions of creoles provided in Sebba (1997) and Holm (2000).

The primary reason for including this category in our bibliography is that many of the issues and controversies involving AAVE and education are paralleled in pidgin and creole-speaking communities (see LePage 1968; Cassidy 1970; Robertson 1996; Siegel 1992, 1999a, 1999b) and in the challenges teachers face in responding to Caribbean immigrants in North American and British schools (see Edwards 1979; Carrington 1983; Coelho 1991; Irish 1995; Moore 1999). Reading Carrington and Borely's (1977) documentation of the negative reactions Trinidadians expressed in the press to proposals to consider creole vernaculars in the schools in the mid-1970s, one feels as though the year is 1996 or 1997 instead, and the place Oakland, California, as the firestorm of public criticism continued in the wake of the school board's Ebonics proposals there.

Two pioneers who deserve special mention for having attended to creole and education issues early on, and for having sustained this interest throughout their careers, are Lawrence Carrington (e.g., 1976, 1983) and the recently deceased Dennis Craig (1966, 1971, et passim, but especially 1999). These scholars, like others who live and work in territories where pidgins and creoles are the everyday medium of discourse, were/are frequently called upon by governments, school officials, and university students to contribute to the solution of the very real language-related problems of education there. A more recent leader in the study of pidgins and creoles in education is the Pacific-based Jeff Siegel, who, in addition to the several publications listed here, is the editor of the useful *Pidgins and Creoles in Education* newsletter, available at www.hawaii.edu/spcl03/pace.

(I) Ideology and Attitudes

While one of the greatest achievements of sociolinguistics has been its compelling refutation of the notion that nonstandard language varieties are deficient ver-

sions of more prestigious forms of language, unfortunately, misperceptions about vernacular varieties are still widespread. The references we have included here discuss the (largely negative) societal attitudes toward vernacular varieties, the implications of those attitudes, and strategies for supporting change.

Some references are quite general in nature, providing a broader context in which to view issues of race, language, and schooling: Lippi-Green (1997) is an accessible, thought-provoking introduction to the topic of how linguistic prejudices are manifested and reproduced; and Skutnabb-Kangas and Phillipson (1994) places language rights on the human rights agenda. Others focus on the underlying language ideologies revealed in particular moments of history; for example, Wolfram (1998) and Vaughn-Cooke (1999) discuss the attitudes revealed in the Oakland Ebonics controversy.

Short Citations for Works on Ideology and Attitudes

- | | |
|-----------------------------------|--|
| Abrahams and Troike 1972 | V. Edwards 1986 |
| Adger, Christian, and Taylor 1999 | Fecho 2000, 2004 |
| Bachay 1998 | Fishbein 1973 |
| Baldwin 1979, 1988 | Flanigan 1996 |
| Balester 1993 | Flower 1996 |
| Ball and Lardner 1997 | Flowers 2000 |
| Baratz 1970b | Folb 1980 |
| Barnes 2003 | Fordham 1993, 1999 |
| Baugh 2000 | Fordham and Ogbu 1986 |
| Becker and Luthar 2002 | Funkhouser 1973 |
| Bennerson-Mohamed 2002 | Gilmore 1987 |
| Birch 2001 | Gilyard 1996 |
| Blake and Cutler 2003 | Goldblatt 1995 |
| Brathwaite 1985 | Grant 1973, 1974 |
| Burling 1973 | Green 2002a |
| Cameron 1992 | Harris et al. 2001 |
| K. Campbell 1993 | A. L. Henderson 2001 |
| L. R. Campbell 1993, 1994 | A. Y. Henderson 2001 |
| Carrington 1983 | Hilliard 1983, 1997 |
| Carter 1993 | Hinds 1990 |
| Cassidy 1970 | Hollie 2001 |
| Cazden 1999 | Hoover 1978 |
| Cheshire and Edwards 1991 | Hopson 2003 |
| Collins 1988 | Horvat and Lewis 2003 |
| Cook and Lodge 1996 | Ingram 1989 |
| Corson 1999, 2001 | Johnson 1985 |
| Crawford 2001 | Jordan 1985 |
| Crowley 1989, 1990 | <i>Journal of English Linguistics</i> 1998 |
| Dandy 1991 | <i>Journal of Negro Education</i> 1998 |
| Delpit 1988, 1995, 2002 | Kawakami 1999 |
| Delpit and Dowdy 2002 | Kephardt 1999 |
| DeStefano 1973 | Koch, Gross, and Kolts 2001 |

Short Citations for Works on Ideology and Attitudes (continued)

-
- | | |
|---|---|
| Kochman 1974, 1981 | Rosenthal and Jacobson 1968 |
| Labov 1970b, 1972 | Santa Ana 2004 |
| Labov and Robins 1969 | Sato 1985 |
| Lanehart 1998, 2001, 2002a, 2002b, | Schnepel 2004 |
| LePage 1968 | Scott 1993 |
| Linguistic Affirmation Program 1999 | Scott and Smitherman 1985 |
| <i>Linguistics and Education</i> 1995 | Seligman et al. 1972 |
| Linnes 1998 | Seymour and Seymour 1979 |
| Lippi-Green 1997 | Shuy 1969b, 1970, 1973 |
| Los Angeles Unified School District and
LeMoine 1998 | Siegel 1992a |
| Lucas 1997 | Simmons 1991 |
| Maddahian and Sandamela 2000 | Simmons and Baines 1998 |
| Mahiri 1994 | Skutnabb-Kangas and Phillipson 1994 |
| Makoni et al. 2003 | Sledd 1969 |
| Marback 2001 | Smith 1979 |
| Marckwardt 1974 | Smitherman 1973a, 1973b, 1977, 1981, 1995,
1997, 2000b, 2001 |
| McCourtie 1998 | Smitherman and Cunningham 1997 |
| McDavid 1962, 1970 | Smitherman and Scott 1984 |
| McWhorter 1997, 1998 | Spanjer and Lane 1983 |
| Meacham 2000, 2002 | Spencer et al. 2001 |
| Mitchell-Kernan 1972 | Stewart 1978 |
| Morgan 2002 | Stoller 1975a, 1975b |
| Moses et al. 1976 | Tamura 2002 |
| Nemhard 1983 | Tauber 1997 |
| Nichols 1977 | Taylor 1973 |
| Nidue 1992 | Thomas 1983 |
| Ogbu 1991, 1992, 1999 | Troutman 1998 |
| Ohama et al. 2000 | Troyka 2000 |
| Ojo 2002 | Turner 1985 |
| Orbe 1994 | Van Keulen et al. 1998 |
| Österberg 1961 | Vaughn-Cooke 1999 |
| Palacas 2001, 2002 | Vikør 1989 |
| Parker and Crist 1995 | Wassink 1999 |
| Perry and Delpit 1997, 1998 | Wiley and Lukes 1996 |
| Perry et al. 2003 | F. Williams 1970, 1973 |
| Piestrup 1973 | R. Williams 1975 |
| Pietras and Lamb 1978 | Williams and Whitehead 1973 |
| Politzer and Hoover 1974 | Willinsky 1988 |
| Postal 1972 | Winfield 1986 |
| Preston 1991 | Winford 1976 |
| Price 1993 | Wolfram 1991, 1993, 1997, 1998a, 1998b, 1999,
2001a, 2001b, 2004 |
| Purcell-Gates 2002 | Wolfram and Christian 1976b, 1989 |
| J. Rickford 1985, 1997a, 1999a, 1999b | Wolfram, Adger, and Christian 1999 |
| J. Rickford and A. Rickford 1995 | Zephir 1999 |
| J. Rickford and R. Rickford 2000 | |

Small bodies of literature emerge around the attitudes of specific social groups of particular significance in attempting to change the status of vernaculars in educa-

tion. Attitudes within the African American community at large are documented by Baldwin (1979, 1988), Hoover (1974, 1978), Koch et al. (2001), and Mitchell-Kernan (1972). Ohama et al. (2000) document Hawaiian reactions to samples of Hawaiian Creole English and Standard English. This quantitative body of research on community attitudes is nicely complemented by qualitative works such as Lanehart (2002b) and Ojo (2002). Teacher attitudes are a topic of much discussion, but little empirical documentation; however, works such as those by Taylor (1973), Winford (1976), Pietras and Lamb (1978), and Blake and Cutler (2003) present the results of language attitude surveys and other instruments. Meacham (2000, 2002) looks more specifically at the dilemma that AAVE presents for African American preservice teachers. More work is needed on the attitudes of children and adolescents; the existing literature narrowly focuses on the resistance of black children to Standard English (e.g., Labov and Robins 1969; Fordham and Ogbu 1986; Fordham 1999), but without attempting to account for the variety of attitudes that undoubtedly exists.

Sociolinguists often assert that if only the public knew more about the nature of dialects, then attitudes would be more positive. The work of Wolfram and his colleagues attempts to put this argument into practice, laying out a convincing rationale for the role of dialect awareness programs and even presenting materials to support such efforts (e.g., Wolfram and Christian 1989; Wolfram, Adger, and Christian 1999). Other work in this vein investigates the effectiveness of various methods that are successful in changing language attitudes. For instance, a small study by Spanjer and Lane (1983) shows that teachers trained in the "process" method of teaching writing become less prescriptive in their approach to language, and work done in the 1970s at the Stanford Center for Research and Development in Teaching indicates that teachers who participate in informational sessions develop more positive attitudes toward AAVE (Poltzer et al. 1974; Lewis and Hoover 1979). More applied research such as this, in addition to research into whether and

Short Citations for Works on Controversies Involving AAVE in Schools

- | | |
|--|---------------------------------------|
| Adger, Christian, and Taylor 1999 | Lucas 1997 |
| Ball and Lardner 1997 | Marback 2001 |
| Baugh 1999b, 2000, 2004 | McWhorter 1997, 1998 |
| <i>Black Scholar</i> 1997 | Monteith 1980 |
| Chambers 1983 | Murray 1997 |
| Crawford 2001 | Perry and Delpit 1997, 1998 |
| Joiner 1979 | Ramirez et al. 1999 |
| <i>Journal of Black Psychology</i> 1997 | Richardson 1998 |
| <i>Journal of English Linguistics</i> 1998 | Rickford 1997a, 1999b, 2002 |
| <i>Journal of Negro Education</i> 1998 | Rickford and Rickford 2000 |
| Lanehart 2001 | Seymour and Seymour 1979 |
| <i>Linguistics and Education</i> 1995 | Seymour, Abdulkarim, and Johnson 1999 |
| Long 1997 | Sledd 1982 |

Short Citations for Works on Controversies Involving AAVE in Schools

Smitherman 1977, 1981, 1998a, 1998b, 2001	Vaughn-Cooke 1999
Smitherman and Baugh 2002	Whiteman 1980
Starks 1983	Williams 1997
Tamura 2002	Wolfram 1998b, 1999
Taylor 1998	Wright 1998
Troyka 2000	

how improved teacher language attitudes lead to improved student achievement, would add to our knowledge base in important ways.

(K) Public Controversies Involving AAVE in Schools

There has certainly been no lack of public interest in AAVE. Its role in minstrelsy and literature, its historical roots and development, the question of whether it is diverging from or converging with white vernaculars—these and other questions have occupied linguists and members of the general public for generations (see Rickford and Rickford 2000). Linguists themselves turned to the study of AAVE in earnest in the 1960s because of their sense that it might be imbricated in the poor degree of success that urban schools exhibited in educating working-class African American youth. But widespread public interest in this issue came later, with the *King* court trial in Ann Arbor, Michigan, in 1977 through 1979, and the Oakland (California) school board's "Ebonics" resolutions in 1996.

The items in this category explain and comment on these two controversies. The *King* case grew out of a lawsuit filed on behalf of several African American students at Martin Luther King, Jr., elementary school who were not making satisfactory educational progress and who were being unfairly labeled as "educationally retarded" and "learning disabled" (Smitherman 1980, 11). After a two-year trial featuring extensive involvement from professional linguists, Justice Joiner ruled that the negative attitudes of teachers toward the students' vernacular had created a

Short Citations for Works on Narratives and Other Discourse-Level Features

Abrahams and Gay 1975	Champion 1998, 2003
Abrahams and Troike 1972	Christie 1996
Adger 1998	Dandy 1991
Alim 2003, 2004	Delpit and Dowdy 2002
Anderson 1990a	Fordham 1993
Au and Kawakami 1985	H. Foster 1986
Ball 1992, 1995	M. Foster 1992, 1995, 2001
Bohn 2003	Gee 1989
Boone 2003	Goodwin 1990
Bryan 1989	Heath 1983, 2000
K. Campbell 1993, 1997	Hester 1996, 1997

Short Citations for Works on Narratives and Other Discourse-Level Features (continued)

Hyon and Sulzby 1994	Orbe 1994
Kochman 1981, 1989	Richardson 2003
Labov 1970b, 1972	Rickford and Rickford 2000
Lanehart 2001	Rivers 2002
Lee 1993, 1995a, 1995b, 1997	Rosa 1994
Lucas and Borders 1994	Seligman et al. 1972
Mahiri 1994	Silliman and Champion 2002
Mainess et al. 2002	Smitherman 1977, 1992, 1994
Makoni et al. 2003	Smitherman and Baugh 2002
Michaels 1981	Taylor and Matsuda 1988
Michaels and Collins 1984	Taylor and Ortony 1980
Morgan 2002	Troutman 1997, 1998
Mufwene et al. 1998	Urciuoli 1985
Nichols 1989	R. Williams 1975

psychological barrier to their learning (see Smitherman 1980; Whiteman 1980; Chambers 1983). The “Ebonics” case came later, when the Oakland school board, again faced with the evidence of relatively poor performance by its majority African American student body, recognized Ebonics as the primary language of such students, and recommended that that variety be recognized as a means of maintaining it and facilitating students’ acquisition and mastery of mainstream English. The references bearing on this case, which sparked a national and international furor, are primarily book-length works (e.g., Perry and Delpit 1998; Ramirez et al. 1999; Baugh 2000; Crawford 2001) and special issues of journals (e.g., *Black Scholar* 1997; *Journal of English Linguistics* 1998) that explore, among other things, the nature of the resolutions, the educational problems that sparked them and the linguistic, ideological, sociocultural, and political implications of the controversy.

(N) Narratives and Other Discourse-Level Features

Distinctive aspects of vernacular varieties go well beyond surface-level details of phonology, syntax, and lexicon to include broader norms for communication. For example, speakers of a given language variety hold culturally bound ideas about what it means to tell a good story, what counts as polite and engaging conversation, and how the audience should interact with a speaker. We have coded work on such discourse features as N. In terms of the intersection of linguistic research and education, narrative structure has received the greatest amount of attention, most of it following from Michaels’s (1981) work on topic-centered versus topic-associating narrative structures and the educational implications of divergent interpretations of each. (Champion 2003 is an excellent book-length discussion of African American narratives). Readers interested in learning more about other speech

genres specific to AAVE, such as signifying, marking, and “the dozens,” would do well to start with Smitherman and Baugh (2002), which reviews much of the relevant literature.

One line of inquiry that deserves to be extended is represented in work that demonstrates how vernacular oral traditions can be incorporated into classroom instruction. Lee’s (1993 et passim) seminal work on the use of signifying in teaching literary analysis skills exemplifies the promise of this line of inquiry. Hudicourt-Barnes (2003) draws on a similar approach to explore how the Haitian Creole form of argumentation, known as *bay odyans* can be harnessed in science instruction. Hoover (1991) Foster (2001), Bohn (2003), and Boone (2003), among others, consider the effective use of call-and-response and rhythm in the classroom.

Short Citations for Works on Speaking and Listening

Ames et al. 1971	Johnson 1974
Baratz 1969a	Lanehart 2002a, 2002b
Baugh 1992, 1999b	Lass 1980a
Berger 1997	Los Angeles Unified School District and LeMoine 1998
Brooks 1985	Mantell 1973, 1974
Bryan 1989	Martin et al. 1994
E. D. Campbell 1994	Marwit and Marwit 1976
K. Campbell 1993	Maxwell 1979
Cazden 1999	Michaels 1981
Craig 1966, 1983	Michaels and ollins 1984
Cullinan et al. 1974	Nero 2001
Elifson 1976, 1977	Palacas 2002
Farr and Janda 1985	Parker and Crist 1995
Finzio 2002	Pratt-Johnson 1993
Foster 2001	Price 1993
Frentz 1973	Reynolds 1999
Fryburg 1974	Robbins 1989
Gay and Tweney 1976	Seitz 1975
Goodwin 1990	Siegel 1992a, 1992b
Harris Wright 1987, 1999	Wheeler and Swords forthcoming
Hall and Turner 1971	Wheldall and Joseph 1985
Hall, Turner, and Russell 1973	

(O) The “Other” Language Arts: Speaking and Listening

To the extent that each reference listed in this bibliography addresses the living language varieties spoken in vernacular communities, every one of them could be seen as dealing with the topics of speaking and listening. Here, however, we have tried to limit the use of the code O to research that focuses on either “speaking and listening” in the sense of language arts skills or “oral production and comprehension” in a narrow sense. For example, experimental work on the degree of mutual intelligibility between vernacular and standard varieties is included here, as are the-

oretical pieces that consider the similarities and differences between the oral and literate modes. Work describing discourse-level vernacular features and the ways in which elements of the oral tradition can be drawn on in instruction is included in category N.

Some of the 1970s-era work on the “linguistic interference” hypothesis investigates the degree to which vernacular speakers can produce, perceive, and comprehend Standard English forms. Experimental investigations in this line of inquiry are represented by works such as Ames et al. (1971), Frenz (1973), Johnson (1974), and Marwit and Marwit (1976). A related body of work attempts to distinguish how speakers’ oral repertoires influence their written texts (e.g., Farr and Janda 1985; Finzio 2001).

In terms of language arts instruction, reading and writing have received more attention than speaking. Nevertheless, several pieces describe strategies, curricula, or

Short Citations for Works on Politics and Policy

Adger, Christian, and Taylor 1999	Makoni et al. 2003
Baratz 1970b	McCourtie 1998
Baugh 1995	McWhorter 1998
Bereiter and Engelmann 1966	Parks 2000
Carrington 1976, 1983	Ramirez et al. 1999
Carter 1993	Richardson 1998
Chambers 1983	Robertson 1996
Christie 1996	Sato 1985
<i>College Composition and Communication</i> 1974	Schnepel 2004
Corson 1999, 2001	Siegel 1992a, 1996, 1997, 1999a
Craig 1971, 1980b	Simmons-McDonald 1996
Crowley 1989	Skutnabb-Kangas and Phillipson 1994
Delpit 1995	Sledd 1969, 1982
Delpit and Dowdy 2002	Smitherman 1977, 1981, 1995, 1999a, 1999b,
Devonish 1983, 1986	2000b
Eades 2003	Smitherman and Baugh 2002
Funkhouser 1973	Starks 1983
Huebner 1985	Stoller 1975b
Irvine 1990	Tamura 2002
Joiner 1979	Taylor 1998
<i>Journal of English Linguistics</i> 1998	Vaughn-Cooke 1983
<i>Journal of Negro Education</i> 1998	Watson-Gegeo 1994
Kochman 1974	Whiteman 1980
Lanehart 1998, 2001	Wiley and Lukes 1996
<i>Linguistics and Education</i> 1995	R. Williams 1975
Lippi-Green 1997	Willinsky 1988

programs for increasing proficiency in spoken Standard English. Berger (1997), E. D. Campbell (1994), Cullinan (1974), Elifson (1976, 1977), Harris-Wright (1994), Mantell (1973, 1974), Palacas (2002), and Wheeler and Swords (forthcoming) all include strategies for expanding the linguistic repertoire of AAVE speakers. The model provided by Los Angeles’s Academic English Mastery Program is both

practicable and practical; ideas drawn from their experience are available in LAUSD and LeMoine (1998). Readers interested in supporting the spoken standard in creole contexts are referred to Craig (1966, 1983), Siegel (1992b), and Pratt-Johnson (1993). In closing, it should be noted that while these works include many valuable suggestions, classroom practitioners need and deserve more comprehensive, readily available curricula and materials for enhancing vernacular students' proficiency in the spoken standard. We urge researchers to pursue this line of work with the needs of teachers and students in mind.

(P) Politics and Policy

This category overlaps naturally with category I, Ideology and Attitudes, but the references listed here focus more on the policies that schools and school districts adopt in relation to AAVE and other vernacular varieties, and the political context (local, state, and national) in which such policies are adumbrated and discussed. A recurrent theme is the extent to which students have a "right" to speak, write, and be taught in their own vernaculars (*College Composition and Communication* 1974; Skutnabb-Kangas and Phillipson 1994; Smitherman 1995; Parks 2000), contrasted with the "obligation" schools often feel to provide education in and access to standard or mainstream varieties (Baratz 1970; Willingsky 1998). Not surprisingly, debate on these issues often reflects differentials of power in society (Delpit 1995; Lucas 1997; Corson 2001), and an open question is whether we are being hypocritical (Sledd 1969; Kochman 1974) or practical (Parker and Crist 1995) in requiring relatively powerless vernacular speakers to accommodate to the expectations of more powerful mainstream speakers.

With the exception of some judicial, state assembly, and congressional reactions to local controversies involving AAVE and other vernaculars in schools (see

Short Citations for Works on Reading

Abrahams and Troike 1972	C. Brooks 1985
Adger, Christian, and Taylor 1999	W. Brooks 2001
Alatis 1970	Burke 1973
Ames et al. 1971	Carter 1971
Bailey 1970	Cross and Aldridge 1989
Ball 1994	Cullinan 1974
Baratz 1969a, 1969b, 1969c, 1970a, 1973	DeStefano 1973
Baratz and Shuy 1969	Fasold 1969
Bartel and Axelrod 1973	Fasold and Shuy 1970
Baugh 1999b	Freedman 1999
Bell and Clark 1998	Gadsen and Wagner 1995
Bougere 1981	

Short Citations for Works on Reading (continued)

-
- | | |
|---|--|
| Garth-McCullough 2003 | Monteith 1980 |
| Gemake 1981 | Moore 1999 |
| Genshaft and Hirt 1974 | Musgrave 1962 |
| Gillet and Richard 1983 | Nichols 1977 |
| Gladney 1973 | Nolen 1972 |
| Goodman 1969 | Ntiri 1990 |
| Goodman and Buck 1973 | Padak 1981 |
| Garth-McCullough 2003 | Piestrup 1973 |
| Goodman, Buck, and Barnitz 1997 | Rentel and Kennedy 1972 |
| Grant 1973, 1974 | A. Rickford 1996, 1999, 2002a, 2002b |
| Gunderson 1970 | J. Rickford 1997a, 1999a, 1999c, 1999d, 2002 |
| Hall and Turner 1971, 1973 | Rickford and Rickford 1995 |
| Hall, Reder, and Cole 1975 | Rivers 2002 |
| Harber 1981 | Rosa 1994 |
| Harber and Beatty 1978 | Rouch and Birr 1984 |
| Harber and Bryen 1978 | Schwartz 1982 |
| Harris et al. 2001 | Serwer 1969 |
| Hefflin and Barksdale-Ladd 2001 | Shields 1979 |
| Hester 1997 | Shuy 1969a |
| Hobson 1987 | Simons and Johnson 1974 |
| Hockman 1973 | Simons 1974, 1979 |
| Hoover 2000 | Simpkins 2002 |
| Hoover and Taylor 1987 | Simpkins and Simpkins 1981 |
| A. Jones 1965 | Simpkins, Simpkins, and Holt 1977 |
| D. Jones 1979 | Smitherman 1981 |
| Kachuch 1978 | Somervill 1975 |
| Kephardt 1992 | Steffensen et al. 1982 |
| Labov 1967, 1972, 1995, 2001, 2003 | Stewart 1969a, 1969b, 1978 |
| Labov and Baker 1999 | Stoller 1975a |
| Labov and Robins 1969 | Straker 1985 |
| Ladson-Billings 1992 | Tatham 1970 |
| Laffey and Shuy 1973 | D. Taylor 1988 |
| Lass 1980a, 1980b | J. Taylor 1987 |
| Leaverton 1971, 1973 | Torrey 1970 |
| Lee 1993, 1995a, 1995b, 1997 | Troutman and Falk 1982 |
| Leeper 2003 | Van-Horn 2000 |
| Linguistic Affirmation Program 1999 | Venezky 1981 |
| Los Angeles Unified School District and
LeMoine 1998 | Weber 1973 |
| Maddahian and Sandamela 2000 | Wheeler and Swords forthcoming |
| Marwit and Neuman 1974 | Wolfram 1970a, 1970b, 1994 |
| McDavid 1970 | Wolfram and Fasold 1969 |
| Melmed 1973 | Wolfram, Adger, and Christian 1999 |

Huebner 1985; Chambers 1985; Richardson 1998; Tamura 2002), the items in this category are micro-level rather than macro-level. Larger issues of how vernacular varieties are related to nationalism and national development, liberation, and the development of progressive political ideologies are addressed more fully in the creole literature (e.g., Devonish 1983; Schnepel 2004).

(R) Reading

With more than one hundred references, this category is one of the largest in the bibliography, and justifiably so. The persistently low reading scores that African American and other ethnically diverse students achieve in elementary, middle, and high school continue to be cause for concern in an information-age society in which the ability to interact critically with print is absolutely crucial. Most general discussions of reading center on theories of reading and on best practices for teaching its two basic components—decoding and comprehension—to populations of readers who speak Standard English. The entries in this bibliography, however, consider the particular case of teaching of reading in contexts where students speak a variety that is noticeably different from the variety represented in school texts, and they tend to be underinformed by the theoretical literature on reading.

Several observations emerge repeatedly in this literature, each reflecting various perspectives on the relationship of dialect to reading. Many of the references in this category investigate the hypothesis that the vernacular is a significant obstacle to

Short Citations for Works with Classroom Strategies and Suggestions for Instruction

Abrahams and Troike 1972	Cullinan et al. 1974
Adger 1997	Curzan 2002
Adger, Christian, and Taylor 1999	Davis et al. 1968
Alexander 1985	Delpit and Dowdy 2002
Allen 1969, 1972	Edelsky 1996
Anderson 1990a, 1990b	V. Edwards 1983
Baker 2002	Elifson 1976, 1977
Baldwin 1988	Farr and Daniels 1986
Ball 1995, 1999, 2000a, 2000b	Fasold and Shuy 1970
Baratz 1969a, 1969c, 1969b, 1970a	Fecho 2004
Baugh 1981, 1999b, 2001	Feigenbaum 1970
Bentley and Crawford 1973	Fischer 1992
Berger 1997	Flower 1996
Berry and Hudson 1997	Foster 2001
Birch 2001	Fradd and Weismantel 1989
Blake and Van Sickle 2001	Funkhouser 1973
Brooks 1985	Gerbault 1997
Burling 1973	Gladney 1973
Cameron 1992	Glowka and Lance 1993
Carrington 1983	Goodman 1969
Carrington and Borely 1977	Goodman and Buck 1973
Cazden 1988	Goodman, Buck, and Barnitz 1997
Cheshire and Edwards 1991	Harris-Wright 1987, 1999
Coelho 1988, 1991	Hollie 2001
Cook and Lodge 1996	Hoover 1989, 1991, 1998, 2000
Craig 1999	Irish 1995
Crowell and Kolba 1974	H. Johnson 1985
Crowell et al. 1974	K. Johnson 1969
Cullinan 1974	Jordan 1985

Short Citations for Works with Classroom Strategies and Suggestions for Instruction (continued)

Lanehart 1998	Schierloh 1991
Lee 1997	Schwartz 1980
LePage 1981	Serwer 1969
Linguistic Affirmation Program 1999	Siegel 1992a
Lockwood 1998	Simmons and Baines 1998
Los Angeles Unified School District and LeMoine 1998	Simpkins 2002
Mantell 1973, 1974	Simpkins and Simpkins 1981
McDavid 1962, 1970	Simpkins, Simpkins, and Holt 1977
Nemhard 1983	Smith 1979
Ntiri 1990	Smitherman 1975, 1999b, 2000b
Padak 1981	Stewart 1964
Parker and Crist 1995	Stoller 1975a
Politzer et al 1974	Troutman 1998
Pratt-Johnson 1998	Wassink forthcoming 2004
Richards and Pratt-Johnson 1995	Webber 1985
Rickford 1999c	Wheeler and Swords forthcoming
Roberts 1994	Winer 1993
Rouch and Birr 1984	Wolfram 1970a, 1970b, 2001a
Santa Ana 2004	Wolfram and Adger 1993
	Wolfram and Christian 1989

literacy acquisition for such students (Laffey and Shuy 1973; Harber and Bryen 1976; Gemake 1981). As discussed at more length in the introduction to category D, *Dialect Readers and Teaching Initial Literacy in the Vernacular*, there is evidence that beginning readers may benefit from using texts that are written in a style that reflects the unique phonological and syntactic patterns of their spoken variety (Leaverton 1971, 1973; Simpkins and Simpkins 1981; Simpkins 2002). Rickford and Rickford (1995, 114) conclude that “experimental research on the effectiveness [of dialect readers] should be increased and more widely disseminated.” Gillet and Richard (1983) recommend using the “language experience” approach, in which students read stories that they have dictated to their teacher, as a practicable way of implementing dialect texts in the classroom. Another common, and important, observation is that children’s early experiences with decoding text would be greatly improved through the simple measure of avoiding the correction of dialect-related pronunciations in oral reading (Labov 1967; Goodman 1969; Wolfram 1970a; Goodman and Buck 1973; Piestrup 1973). The most recent work focusing on the decoding errors of African American and Latino readers is that of Labov (2001, 2003). Finally, many researchers and educators make the argument that since language and culture are so intricately entwined, the needs of vernacular-speaking children are best served by incorporating literature with culturally familiar themes and characters (e.g., Carter 1971; Grant 1973; Lass 1980b; A. Rickford 1996, 1997; Los Angeles Unified School District and Le Moine 1998; Garth-

McCullough 2003). Readers interested in learning more about this perspective will find that our bibliography represents only a fraction of the work in this area, which draws on the fields of children's literature, multicultural education, and culturally relevant pedagogy.

Short Citations for Works on Teacher Preparation and Practices

- | | |
|--|--|
| Adger 1998 | LePage 1968, 1981 |
| Adger, Christian, and Taylor 1999 | Lewis and Hoover 1979 |
| Alexander 1985 | Linguistic Affirmation Program 1999 |
| Baker 2002 | Love 1991 |
| Ball 2000a, 2000b | Lucas and Borders 1994 |
| Ball and Lardner 1997 | McDavid 1962 |
| Baugh 1999a, 2001 | Meacham 2000, 2002 |
| Bennerson-Mohamed 2002 | Meier 1999 |
| Birch 2001 | Monteith 1980 |
| Blackburn and Stern 2000 | Moses et al. 1976 |
| Blake and Cutler 2003 | Nemhard 1983 |
| Bohn 2003 | Nichols 1977, 1989 |
| Brooks 1985 | Nidue 1992 |
| L. R. Campbell 1993, 1994 | Padak 1981 |
| Cazden 1988, 1999 | Perry et al. 2003 |
| Cleary 1988 | Piestrup 1973 |
| Cook and Lodge 1996 | Pietras 1978 |
| Corson 2001 | Politzer and Hoover 1974 |
| Craig 1999 | Postal 1972 |
| Delpit 1988, 1995 | Purcell-Gates 2002 |
| Delpit and Dowdy 2002 | Ramirez et al. 1999 |
| Edelsky 1996 | Ramsey 1985 |
| Fischer 1992 | A. Rickford 2002b |
| Flower 1996 | Rosenthal and Jacobson 1968 |
| H. Foster 1986 | Santa Ana 2004 |
| M. Foster 1992, 1995, 1999, 2001 | Schierloh 1991 |
| Gadsen and Wagner 1995 | Schwartz 1980 |
| Glowka and Lance 1993 | Scott and Smitherman 1985 |
| Harper et al. 1998 | Seligman et al. 1972 |
| Hilliard 1999 | Shnukal 2002 |
| Hollie 2001 | Shuy 1969 |
| Hoover 1974, 2000 | B. Smith 1979 |
| Hoover et al. 1996 | E. Smith 1995 |
| Howard 1999 | W. Smith 1979 |
| Hudson 1992 | Smitherman 1973a, 1975, 1981, 1999b, 2000b |
| Ingram 1989 | Smitherman and Scott 1984 |
| Irvine 1990, 2002, 2003 | Spanjer and Lane 1983 |
| Johnson 1985 | Stewart 1969a, 1978 |
| <i>Journal of Negro Education</i> 1998 | Tauber 1997 |
| Labov 1970b, 1995 | Taylor 1973 |
| Ladson-Billings 1992, 1994, 1995, 2001 | Taylor and Matsuda 1988 |
| Lanehart 2002 | |

Short Citations for Works on Teacher Preparation and Practices (continued)

Tyndall 1991	Winfield 1986
Van Keulen et al. 1998	Winford 1976
Washington and Miller-Jones 1989	Wolfram and Christian 1989
Williams and Whitehead 1973	

(S) Strategies and Suggestions for Instruction

While the majority of the references in this bibliography mention implications for instruction, we have tried to gather here articles with more extended discussions of ideas for classroom activities and suggestions for materials. Articles such as those by Alexander (1985) and Birch (2001) argue in favor of changes in teacher stance toward the vernacular, noting that an eradicationist stance is neither philosophically desirable nor pragmatic, since constant correction and low teacher expectations can lead to student disengagement and underachievement. Others (e.g., Coelho 1988, 1991; Hollie 2001; Wheeler and Swords forthcoming) demonstrate ways to capitalize on the knowledge of AAVE patterns to use the vernacular as a bridge to Standard English. Farr and Daniels (1986) is a wonderfully clear and practical handbook for teachers of writing. Teachers looking for suggestions of culturally relevant literature, especially literature drawing on the vernacular, may find Lass (1980), Leeper (1980), LAUSD and LeMoine (1998), and A. Rickford (1999) particularly helpful. Hoover 1991, and Foster 2001, and Bohn 2003, among others, demonstrate how effective teachers use AAVE rhetorical strategies such as call-and-response to engage students. Finally, some of the most exciting classroom activities engage students as linguistic researchers: the work of Cameron (1992) Cheshire and Edwards (1991), Mantell (1973, 1974), and Wolfram, Adger, and Christian (1999) all provide models for teachers interested in ways to incorporate language inquiry into curriculum.

Short Citations for Works on Writing

Adger, Christian, and Taylor 1999	Blake and Van Sickle 2001
Agnew and McLaughlin 1999	Brooks 1985
Alatis 1970	Bryan 1989
Anderson 1990b	Camitta 1993
Balester 1993	K. Campbell 1993, 1997
Balhorn 1999	Christie 1996
Ball 1992, 1995, 1999	Clachar 2003
Baugh 1981	Cleary 1988
Bennerson-Mohamed 2002	Coleman 1997
Bielowsky 1986	<i>College Composition and Communication</i> 1974
Blackburn and Stern 2000	

Short Citations for Works on Writing (continued)

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- | | |
|---|---|
| Cook-Gumperz 1993 | Nero 2001 |
| Cronnell 1979, 1983, 1984 | Palacas 2001, 2002 |
| Delpit 1995 | Parks 2000 |
| Devonish 1996 | Purcell-Gates 1993 |
| Farr and Daniels 1986 | Ramsey 1985 |
| Farr and Janda 1985 | Richardson 1997, 2003 |
| Finzio 2002 | Rickford 2002 |
| Flower 1996 | Rickford and Greaves 1978 |
| Fogel and Ehri 2000 | Schwartz 1982 |
| Freedman 1999 | Scott 1993 |
| Funkhouser 1973 | Scott and Rogers 1996 |
| Giannasi 1976 | Severino, Guerra, and Butler 1997 |
| Gilyard 1996 | Shaughnessy 1977 |
| Goldblatt 1995 | Smitherman 1981, 1992, 1994, 1999a, 2000b |
| Harris et al. 2001 | Spanjer and Lane 1983 |
| Hartwell 1980 | Sternglass 1974 |
| Holmes 1999 | Stoller 1975a |
| Holton 1984 | Taavitsainen et al. 1999 |
| Hoover 1989, 1991, 2000 | Taylor 1989 |
| Jones 1965 | Troutman 1997 |
| Jordan 1985 | Troyka 2000 |
| Kirschner and Poteet 1973 | Tyndall 1991 |
| Lee 1997 | Wheeler and Swords forthcoming |
| Linguistic Affirmation Program 1999 | White 1986 |
| Los Angeles Unified School District and
LeMoine 1998 | Whiteman 1976 |
| Marback 2001 | Winer 1986 |
| Morrow 1986 | Wolfram, Adger, and Christian 1999 |
| Nemhard 1983 | Wright 1985 |
| | Young 2003, 2004 |

(T) Teacher Preparation and Practices

While the previous category focused on things teachers can use, this category focuses on what teachers should know and what they already do. (These, of course, overlap to some extent.) Within educational research, there is a substantial literature on teacher preparation and practices that addresses issues such as the robustness of various models of teacher preparation programs, the quantity and quality of content and pedagogical knowledge that teachers need to acquire expertise in their particular fields, the distribution of credentialed versus noncredentialed teachers in our nation's public schools, the paucity of teachers of color in our educational system, and so on. Here, we have limited our scope to research that specifically focuses on the issue of teacher preparation and practice in classrooms where students' language is a nonstandard variety. These books and articles largely come out of the fields of sociolinguistics or composition studies; those that are written from the perspective of education usually treat language as only one of several critical aspects of

multicultural classrooms (e.g., Ladson-Billings 1995). Discussions of teacher preparation often focus on the specialized kinds of linguistic knowledge base and training that teachers need to be effective practitioners in vernacular settings (see Labov 1995; Baugh 1999; and Meier 1999, among others, for recommendations regarding this sort of teacher preparation). Work on existing teacher practice often documents ineffective teacher responses to the vernacular (e.g., Delpit 1995; Ball and Lardner 1997; Purcell-Gates 2002), or teachers' prescriptivist/discriminatory language attitudes (e.g., Taylor 1973; Pietras and Lamb 1978; Bennerson-Mohamed 2001; Blake and Cutler 2003). More recently, researchers have begun to complement this work with positive examples of effective teaching (e.g., Foster 2001; Bohn 2003; Irving 2002, 2003). As is the case for many other lines of inquiry represented in this bibliography, there is a need to go beyond programmatic articles and engage in empirical research on this topic.

(W) Writing

One of the key recommendations emerging from the national symposium following the *King* decision was a call for greater research into the written discourse of African Americans, an aspect of linguistic-pedagogical inquiry almost entirely ignored in early work on AAVE in the educational context. The references in this section answer that call in diverse ways. Most empirical work has been narrowly focused on documenting the presence of surface-level vernacular features in the school-related writing of African Americans, but researchers such as Smitherman (1992, 1994) and Ball (1992, 1995) have extended this line of inquiry to note the ways in which AAVE rhetorical styles influence and enhance the texts of black writers. Scott and Rogers (1996) is a clear and concise review of much of this literature. Another line of work (e.g., Camitta 1993; Blackburn and Stern 2000) de-

Short Citations for Works on Linguistic Interference

Alatis 1970	Clachar 2003
Ames et al. 1971	Cronnell 1979, 1983, 1984
Balhorn 1999	Dorr 1999
Ball 1994	Farr and Janda 1985
Baratz 1969a, 1969b, 1973	Fasold 1969
Baratz and Shuy 1969	Feldman et al. 1990
Barbour 1987	Finzio 2002
Bartel and Axelrod 1973	Frentz 1973
Bielowsky 1986	Gay and Tweney 1976
Bougere 1981	Gemake 1981
Burke 1973	Genshaft and Hirt 1974
K. Campbell 1993	Gladney 1973
Cazden 1970	

Short Citations for Works on Linguistic Interference (continued)

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- | | |
|----------------------------|----------------------------------|
| Goodman 1969 | Piestrup 1973 |
| Goodman and Buck 1973 | Reynolds 1999 |
| Goodman et al. 1997 | Ruddell 1965 |
| Gunderson 1970 | Rystrom 1970 |
| Hall and Turner 1971, 1973 | Schwartz 1982 |
| Hall et al. 1973 | Serwer 1969 |
| Hall, Reder, and Cole 1975 | Shaughnessy 1977 |
| Harber 1981 | Shields 1979 |
| Harber and Beatty 1978 | Shukal 2002 |
| Harber and Bryen 1978 | Shuy 1969a, 1973 |
| Hartwell 1980 | Siegel 1992a |
| Hobson 1987 | Simons 1974, 1979 |
| Hockman 1973 | Simons and Johnson 1974 |
| Johnson 1974 | Somervill 1975 |
| Jones 1979 | Steffensen et al. 1982 |
| Kachuch 1978 | Sternglass 1974 |
| Kirschner and Poteet 1973 | Stewart 1969a, 1969b, 1970, 1978 |
| Labov 1967, 1995, 2001 | Tatham 1970 |
| Lado 1957 | Torrey 1970 |
| Laffey and Shuy 1973 | Troutman and Falk 1982 |
| Lass 1980a | Venezky 1981 |
| Martin et al. 1994 | Weber 1973 |
| Marwit and Marwit 1976 | Wheldall and Joseph 1985 |
| Marwit and Neuman 1974 | White 1986 |
| Melmed 1973 | Whiteman 1976 |
| Moran 1993 | Winer 1986 |
| Morrow 1986 | Wolfram 1970a, 1970b |
| Nolen 1972 | Wright 1985 |
| Odlin 1989 | |

scribes spontaneous vernacular literacy practices of black youth, which potentially provide fruitful points of departure for engaging young writers in school-related tasks. Finally, other work in this category recommends effective practices for taking the vernacular into account in the design and delivery of writing instruction: Farr and Daniels (1985), for example, provides an excellent overview of the issues for teachers of composition at all levels and outlines a pedagogically sound set of principles to guide instruction; and Palacas (2002) is a comprehensive curriculum for college-level composition courses. While many excellent suggestions exist in such works, there is still a need for more research evaluating the effectiveness of linguistically informed writing instruction.

(X) Linguistic Interference or Language Transfer

After foundational linguistic research such as Fasold and Wolfram (1970) and Labov (1972) produced overwhelming evidence that the language of black children

was not deficient, but merely different, the next wave of research sought to determine the nature and effects of that difference. The “linguistic interference” hypothesis emerged as one alternative explanation for the low literacy attainment of African American children, positing that their home language was so different structurally that acquisition of oral and written communication in Standard English was necessarily hindered to some degree. Proving or disproving the existence of dialect interference quickly became a hot topic, with no less than forty-five studies published in the 1970s alone, and in the wake of the 1979 *King* decision, research continued into the mideighties.

Short Citations for Works on Child Language Acquisition, Speech Pathology, and Communication Disorders

Adger 1993	Seymour, Bland-Steward, and Green 1998
Battle 1993	Seymour Champion, and Jackson 1995
Bogatz et al. 1986	Seymour and Jones 1981
L. R. Campbell 1993, 1994	Seymour and Rabalate 1985
Champton et al. 2003	Seymour and Seymour 1981
Cole and Taylor 1990	Seymour and Roeper 1999
Craig and Washington 1994, 2000	Seymour and Valles 1998
Day 1989	Simmons-McDonald 1988, 1994
Fradd and Weismantel 1989	Smith, Lee, and McDade 2001
Hester 1996	Stockman 1986, 1996
Horton-Ikdard 2003	Stockman and Vaughn-Cooke 1989, 1992
Johnson 1974	Taylor 1986b
Journal of Negro Education 1998	Taylor and Leonard 1998
Kamhi et al. 1996	Van Keulen et al. 1998
Goupal-McNicol et al. 1998	Vaughn-Cooke 1983
McNicol et al. 1998	Washington and Craig 1999
Moran 1993	Wilcox and Anderson 1998
Oetting and McDonald 2001	Wolfram 1994b
Seymour 1986	Wolfram and Adger 1993
Seymour, Abdulkarim, and Johnson 1999	Wyatt 1995, 1999, 2001
Seymour and Bland 1991	

(Y) Child Language Acquisition, Speech Pathology, and Communication Disorders

Studies of normal child language acquisition by AAVE speakers—important for establishing a baseline against which language disorders can be assessed—are very rare. The primary extended study involves research conducted by Stockman and Vaughn-Cooke (1989, 1992). Other relevant works are Taylor and Leonard (1998),

Seymour and Roeper (1999), Wyatt (2001), and Horton-Ikard (2003), but it remains true that child language acquisition studies of AAVE are one of our field's most pressing needs.

Studies dealing with speech pathology or communication disorders among African American populations are much more frequent. Most of the entries below come from these subfields, although it should be noted that they represent only a portion of the available literature. At first glance, given the frequency with which AAVE speakers are *misdiagnosed* with language disorders, linguists might be skeptical about the insights that speech and hearing pathologists have to offer. But in fact, many of those who have written about AAVE from a speech pathology or communication disorders perspective have also been linguists (e.g., Taylor 1986; Wolfram 1994; Seymour, Champion, and Jackson 1995; Wyatt 1999), and their work has been invaluable from many perspectives. While it is important that differences between African American and mainstream language not be misdiagnosed as deficit, for instance, it is also important that articulation, intelligibility and fluency disorders among black children not be underestimated or misdiagnosed, so that effective and timely treatment can be provided (Battle 1993; van Keulen et al. 1998).

Acknowledgments

This bibliography began in the mid 1990s with efforts by John and Angela Rickford to compile a list of items relevant to AAVE and Education and label them for their relevance to reading, writing, and other topics. Without the enormous contributions of Julie Sweetland over the past two years it would not have grown to the size and sophistication it currently assumes, however. We are grateful to Stanford undergraduate linguistics research intern Tommy Grano for his help with the final stages of this manuscript, and we owe a special debt of gratitude to this journal's editors, Anne Curzan and Alicia Wassink, for granting us sufficient space for this bibliography and for their tireless efforts in checking and double-checking its many entries. As usual, responsibility for errors and omissions remains our own. Please email us with corrections and proposed additions.

One consistent finding that has emerged from this research is that dialect-related pronunciations in oral reading do not indicate a failure to decode the printed word (Baratz 1973; Goodman and Buck 1973; Labov 1967, 1972, 2003). Another relatively well-documented aspect of dialect transfer is in the domain of spelling, where the work of Cronnell (1979, 1983, 1994) has demonstrated that children who speak AAVE are more likely to make more dialect-related spelling errors than their white counterparts, although this effect diminishes in upper elementary grades.

Unfortunately, a similar empirically supported consensus has not emerged on whether reading comprehension is impeded by the differences between oral and

written language. In large part this is due to the design flaws that characterize much of the experimental work in this area. One review of this strand of research, for instance, notes that “even a cursory examination of the research on dialect interference in the attainment of literacy reveals methodological weaknesses that inhibit the synthesis of findings into justifiable conclusions” (Schwartz 1981, 445). Specifically, much of the work on this topic has failed to either properly control for intervening variables or to take into account a suitably wide range of vernacular features. Additionally, the findings of many experiments are rendered less than convincing by a lack of detail about methods and experimental materials. One article, for example, simply states that subjects read passages that had been “nonstandardized” (Nolen 1972, 1093). (For fuller critiques of this body of research, the interested reader is referred to several review articles that address this topic, which include Baratz 1973; Hall and Turner 1973; Bougere 1981; and Schwartz 1981.)

The need for more high-quality research on the role of dialect in literacy attainment was highlighted during the 1997 Oakland “Ebonics” controversy, with the public and even some linguists (e.g., McWhorter 1997) questioning whether African American Vernacular English was indeed different enough from Standard English to cause educational difficulties. (But see Stewart 1970.) In particular, research that attempts to document the relative effects of dialect interference per se and other dialect-related issues such as teacher expectations or inappropriate instructional techniques would be a valuable addition.

<i>Source</i>	<i>Topic(s)</i>
Abrahams, Roger D., and Geneva Gay. 1975. Talking black in the classroom. In <i>Black American English: Its background and its usage in schools and in literature</i> , edited by Paul Stoller, 158-67. New York: Delta.	N
Abrahams, Roger D., and Rudolph C. Troike, eds. 1972. <i>Language and cultural diversity in American education</i> . Englewood Cliffs, NJ: Prentice Hall.	E (B, C, F, I, R, S, N)
Actouka, M., and Lai, M. K. 1989. <i>Project Holopono, evaluation report, 1987-1988</i> . Honolulu: College of Education, University of Hawai'i.	C, G

<i>Source</i>	<i>Topic(s)</i>
Adger, Carol Temple. 1993. Language differences: A new approach for special educators. <i>Teaching Exceptional Children</i> 21 (1): 44-47.	B, D, Y
———. 1997. Issues and implications of English dialects for teaching English as a second language. TESOL Professional Papers no. 3. Alexandria, VA: TESOL.	B, S
———. 1998. Register shifting with dialect resources in instructional discourse. In <i>Kids talk: Strategic language use in early childhood</i> , edited by Susan Hoyle and Carol Temple Adger, 151-69. New York: Oxford.	B, N, T
Adger, Carol Temple, Donna Christian, and Orlando Taylor, eds. 1999. <i>Making the connection: Language and academic achievement among African American students</i> . Washington, DC: CAL/Delta. [Articles in this important collection are listed separately in this bibliography.]	E (B, I, K, P, R, S, T, W)
Afaga, Lorna B., and Lai, Morris K. 1994. <i>Project Akamai, evaluation report, 1992-93, year four</i> . Honolulu: College of Education, University of Hawai'i.	C, G
Agnew, Eleanor, and Margaret McLaughlin. 1999. Basic writing class of '93 five years later: How the academic paths of blacks and whites diverged. <i>Journal of Basic Writing</i> 18 (1): 40-54.	A, W
Ai, Xiaoxia. 2002. <i>Academic English Mastery Program. 2000-2001 evaluation report</i> . Los Angeles: Program Evaluation and Research Branch, Los Angeles Unified School District.	B
Alatis, James, edited by 1970. <i>Report of the Twentieth Annual Round Table Meeting on Linguistics and Language Studies: Linguistics and the teaching of standard english to speakers of other languages or dialects</i> . Washington, DC: Georgetown University Press.	B, R, W, X
Alexander, Clara Franklin. 1985. Black English dialect and the classroom teacher. In <i>Tapping potential: English and language arts for the black learner</i> , edited by Charlotte Brooks, 20-29. Urbana, IL: NCTE.	S, T
Alim, H. Sawy. 2003. On some serious next millenium rap ish: Pharokae Monch, Hip Hop poetics, and the internal rhymes of Internal Affairs. <i>Journal of English Linguistics</i> 31 (1): 60-84.	N

<i>Source</i>	<i>Topic(s)</i>
———. 2004. Hip Hop Nation Language. In <i>Language in the USA: Themes for the twenty-first century</i> , edited by Edward Fiuegan and John R. Rickford, 387-409. Cambridge: Cambridge University Press.	F, N
Alladina, Safder, and Viv Edwards, eds. 1991. <i>Multilingualism in the British Isles</i> . London: Longman.	E (G)
Allen, Jeff. 1993. Report on St. Lucia and Dominica. <i>Pidgins and Creoles in Education (PACE) Newsletter</i> 4:2-3.	G
Allen, Virginia. 1969. Teaching Standard English as a second dialect. <i>The Florida FL Reporter: Linguistic-Cultural Differences and American Education</i> , Spring/Summer Special Anthology Issue, pp. 123-29, 164.	B, S
———. 1972. A second dialect is not a foreign language. In <i>Language and cultural diversity in American education</i> , edited by Roger Abrahams and Rudolph Troike, 319-26. Englewood Cliffs, NJ: Prentice-Hall.	B, S
Allsopp, Richard, and Jeannette Allsopp. 1996. <i>Dictionary of Caribbean English usage</i> . Cambridge: Oxford University Press.	F, G
Ames, Wilbur, Carl Rosen, and Arthur Olsen. 1971. The effects of non-standard dialect on the oral reading behavior of fourth grade black children. In <i>Language, reading and the communication process</i> , edited by Carl Braun. Newark, DE: International Reading Association, 63-70.	O, R, X
Anderson, Edward. 1990a. <i>Some ways to use the rhetorical skills of the black American folk tradition to teach rhetoric and composition</i> . ERIC Document Reproduction Service no. ED328919.	B, N, S
———. 1990b. Teaching users of diverse dialects: Practical approaches. <i>Teaching English in the Two-Year College</i> 17 (3): 172-77.	B, D, W, S
Au, Kathryn H. 1980. Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. <i>Anthropology and Education Quarterly</i> 11 (2): 91-115.	C, G
Au, Kathryn H., and Alice Kawakami. 1985. Research currents: Talk story and learning to read. <i>Language Arts</i> 62:406-11.	C, G, N

<i>Source</i>	<i>Topic(s)</i>
———. 1991. Culture and ownership: Schooling of minority students. <i>Childhood Education</i> 67:280-84.	C, G
Bachay, Judith. 1998. Ethnic identity development and urban Haitian adolescents. <i>Journal of Multicultural Counseling and Development</i> 26 (2): 96-109.	G, I
Bailey, Beryl. 1970. Some arguments against the use of dialect readers in the teaching of initial reading. <i>Florida FL Reporter</i> , Spring/Fall, pp. 8, 47.	D, R
Baker, Judith. 2002. Trilingualism. In <i>The skin that we speak</i> , edited by Lisa Delpit and Joanne Kilgour Dowdy, 49-62. New York: New Press.	B, S, T
Baldwin, James. 1979. If black English isn't a language, then tell me, what is? <i>New York Times</i> , July 29. (Reprinted in Geneva Smitherman, ed., <i>Black English and the education of black children and youth: Proceedings of the National Symposium on the King Decision</i> , 390-92, Detroit, MI: Center for Black Studies, Wayne State University Press, 1981)	I
———. 1988. A talk to teachers. In <i>The Graywolf annual five: Multicultural literacy</i> , edited by Rick Simonson and Scott Walker, 3-12. Saint Paul, MN: Graywolf Press.	I, S
Balester, Valerie M. 1993. <i>Cultural divide: A study of African American college-level writers</i> . Portsmouth, NH: Boynton/Cook.	C, I, W
Balhorn, Mark. 1999. Standard written English and the language of African Americans. <i>SECOL Review</i> 23 (2): 124-47.	W, X
Ball, Arnetha. 1992. Cultural preference and the expository writing of African American adolescents. <i>Written Communication</i> 9 (4): 501-32.	C, N, W
———. 1994. Language, learning, and linguistic competence of African American children: Torrey revisited. <i>Linguistics and Education</i> 7:23-46.	C, R, X
———. 1995. Text design patterns in the writing of urban African American students: Teaching to the strengths of students in multicultural settings. <i>Urban Education</i> 30 (3): 253-89.	C, N, S, W
———. 1999. Evaluating the writing of culturally and linguistically diverse students: The case of the African American vernacular English speaker. In <i>Evaluating</i>	

<i>Source</i>	<i>Topic(s)</i>
<i>writing: The role of teacher's knowledge about text, learning, and culture</i> , edited by Charles R. Cooper and Lee Odell, 225-48. Urbana, IL: NCTE.	A, S, W
———. 2000a. Empowering pedagogies that enhance the learning of multicultural students. <i>Teachers College Record</i> 102 (6): 1006-34.	C, S, T
———. 2000b. Preparing teachers for diversity: Lessons learned from the U.S. and South Africa. <i>Teacher and Teacher Education</i> 16:491-509.	C, S, T
Ball, Arnetha, and Ted Lardner. 1997. Dispositions toward language: Constructs of teacher knowledge and the Ann Arbor black English case. <i>College Composition and Communication</i> 48 (4): 469-85.	I, K, T
Banks, James A., and Cherry A. McGee Banks, eds. 1993. <i>Multicultural education: Issues and perspectives</i> . 2nd ed. Boston: Allyn & Bacon.	C
———. 1995. <i>Handbook of research on multicultural education</i> . New York: Macmillan.	C
Baratz, Joan. 1969a. A bidialectal task for determining language proficiency in economically disadvantaged Negro children. <i>Child Development</i> 40:889-901.	B, O, X
———. 1969b. Linguistic and cultural factors in teaching reading to ghetto children. <i>Elementary English</i> 46:199-203.	R, S, X
———. 1969c. Teaching reading in an urban Negro school system. In <i>Teaching black children to read</i> , edited by Joan Baratz and Roger Shuy, 92-116. Washington, DC: Center for Applied Linguistics.	R, S
———. 1970a. Educational considerations for teaching Standard English to Negro children. In <i>Teaching standard english in the inner city</i> , edited by Ralph Fasold and Roger Shuy, 20-40. Washington, DC: Center for Applied Linguistics.	R, S
———. 1970b. Should black children learn white dialect? <i>ASHA</i> 12:415-17.	B, I, P
———. 1973. Relationship of black English to reading: A review of research. In <i>Language differences: Do they interfere?</i> , edited by James Laffey and Roger Shuy, 101-13. Newark, DE: International Reading Association.	R, X

<i>Source</i>	<i>Topic(s)</i>
Baratz, Joan, and Roger W. Shuy, eds. 1969. <i>Teaching black children to read</i> . Washington, DC: Center for Applied Linguistics.	E (D, R, X)
Barbour, Stephen. 1987. Dialects and the teaching of a standard language: Some West German work. <i>Language in Society</i> 16:227-44.	D, X
Barnes, Sandra. 2003. The Ebonics enigma: An analysis of attitudes on an urban college campus. <i>Race, Ethnicity and Education</i> 6 (3): 247-63.	I
Bartel, Nettie, and Judith Axelrod. 1973. Nonstandard English usage and reading ability in black junior high students. <i>Exceptional Children</i> 39:653-55.	R, X
Battle, Dolores. 1993. <i>Communication disorders in multicultural populations</i> . Boston: Andover Medical Publishers.	Y
Baugh, John. 1981. Design and implementation of language arts programs for speakers of nonstandard English. In <i>The writing needs of linguistically different students</i> , ed. Bruce Cronnell, 17-43. Los Alamitos, CA: SWRL Educational Research and Development.	S, W
———. 1983. <i>Black street speech: Its history, structure and survival</i> . Austin: University of Texas Press.	F
———. 1988. Language and race: Some implications for linguistic science. In <i>Linguistics: The Cambridge survey</i> , vol. 4, <i>Language: The sociocultural context</i> , edited by Frederick Newmeyer, 64-74. Cambridge: Cambridge University Press.	A
———. 1992. Hypocorrection: Mistakes in the production of African American vernacular english as a second dialect. <i>Language and Education</i> 6:47-61.	B, O
———. 1995. The law, linguistics, and education: Educational reform for African American language minority students. <i>Linguistics and Education</i> 7 (2): 87-106.	P
———. 1999a. Considerations in preparing teachers for linguistic diversity. In <i>Making the connection</i> , edited by Carol Temple Adger, Donna Christian, and Orlando Taylor, 81-96. Washington, DC: CAL/Delta.	T
———. 1999b. <i>Out of the mouths of slaves: African American language and educational malpractice</i> . Austin: University of Texas Press.	E (A, C, F, K, R, O, S)

<i>Source</i>	<i>Topic(s)</i>
———. 2000. <i>Beyond Ebonics: Linguistic pride and racial prejudice</i> . New York: Oxford University Press.	I, K
———. 2001. Applying linguistic knowledge of African American English to help students learn and teachers teach. In <i>Sociocultural and historical contexts of African American English</i> , edited by Sonja Lanehart, 319-30. Philadelphia: John Benjamins.	S, T
———. 2004. Ebonics and its controversy. In <i>Language in the US: Themes for the twenty-first century</i> , edited by Edward Finegan and John R. Rickford, 305-18. Cambridge: Cambridge University Press.	B, K
Becker, Bronwyn, and Suniya Luthar. 2002. Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. <i>Educational Psychologist</i> 37 (4): 197-214.	A, I
Bell, Yvonne, and Tangela Clark. 1998. Culturally relevant reading material as related to comprehension and recall in African American children. <i>Journal of Black Psychology</i> 24 (4): 455-75.	C, R
Bennerson-Mohamed, Theresa A. 2002. An exploration of teachers' and African-American students' attitudes toward Ebonics in a community college writing program. Ph.D. diss., State University of New York, Binghamton.	I, T, W
Bentley, Robert, and Samuel Crawford, eds. 1973. <i>Black language reader</i> . Glenview, IL: Scott Foresman.	E (F, S)
Bentolila, Alain. 1987. Haitian Creole: A challenge for education. <i>Diogenes</i> 137:73-87.	G
Bereiter, Carl, and Siegfried Engelmann. 1966. <i>Teaching disadvantaged children in the preschool</i> . Englewood Cliffs, NJ: Prentice Hall.	A, P
Berger, Mary 1997. <i>Speak standard too: Add Standard English as a second dialect to your talking style</i> . Chicago: Orchard Books.	B, O, S
Berry, Rosaline, and Joyce Hudson. 1997. <i>Making the jump: A resource book for teachers of Aboriginal students</i> . Canberra: Language Australia.	F, G, S
Bielowsky, Elizabeth A. 1986. Improving the writing of black dialect-speaking inner city high school students. Ph.D. diss., Hofstra University, Hempstead, NY.	W, X

<i>Source</i>	<i>Topic(s)</i>
Birch, Barbara. 2001. Grammar standards: It's all in your attitude. <i>Language Arts</i> 78 (6): 535-43.	I, S, T
Blackburn, Mollie, and Deborah Stern. 2000. Analyzing the role of the vernacular in student writing: A social literacies approach. <i>Educational Linguistics</i> 16 (1): 53-69.	C, T, W
<i>Black Scholar</i> . 1997. Special issue on Ebonics. 26 (1).	K
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