African-American English: Structure, History and Use provides a comprehensive survey of linguistic research into African-American English. The main linguistic features are covered, in particular the grammar, phonology and lexicon. Further chapters explore the sociological, political and educational issues connected with African-American English. The editors are the leading experts in the field and along with other key figures, notably William Labov, Geneva Smitherman and Walt Wolfram, they provide an authoritative, diverse guide to this topical subject area. Drawing on many contemporary references: the Oakland School controversy, the rap of Ice-T, the contributors reflect the state of current scholarship on African-American English, and actively dispel many misconceptions, address new questions and explore new approaches. The book is designed to serve as a text for the increasing number of courses on African-American English and as a convenient reference for students of linguistics, black studies and anthropology at both undergraduate and postgraduate level.

African American Vernacular English as a Literary Dialect
Sophia Huber 2018

English in the Southern United States
Stephen J. Nagle 2003-01-09 The English of the southern United States is possibly the most studied of any regional variety of any
language because of its rich internal diversity, its distinctiveness among regional varieties in the United States, its significance as a marker of regional identity, and the general folkloric appeal of southern culture. However, most, if not all, books about Southern American English have been directed almost exclusively toward scholars already working in the field. This 2003 volume, written by a team of experts, many of them internationally known, provides a broad overview of the foundations of and research on language variation in the southern United States designed to invite inquiry and inquirers. It explores historical and cultural elements, iconic contemporary features, and changes in progress. Central themes, issues and topics of scholarly investigation and debate figure prominently throughout the volume. The extensive bibliography will facilitate continued research.

African American Vernacular English in Contemporary Music
A. Glatz 2012-01-25 Bachelor Thesis from the year 2011 in the subject English Language and Literature Studies - Linguistics, grade: 2,0, Justus-Liebig-University Giessen, language: English, abstract: This thesis investigates the use of African American Vernacular English in contemporary music. AAVE is an ethnic variety spoken by many, though not all, African Americans living in the United States. This dialect does not have one name only, but is also called “Negro dialect,” “Nonstandard Negro English,” “Black English,” “Black Street Speech,” “Black Vernacular English,” “Black Vernacular English,” or “African American English.” I would like to add that some terms are historical. It is crucial to know that researchers call it differently because to a large degree it depends on the time he/she conducted research on this topic. Today, the dialect is either called African American Vernacular English or African American English. The words “contemporary music” in the title refer to Hip Hop. This
music genre was chosen to be investigated because out of the music genres African Americans are involved in, it is the one that generates most of the sales and is the most popular one. The rappers which are going to be analyzed in this thesis use many of the features of the African American vernacular. Given the huge number of AAVE features, only one of them will be analyzed, the copula verb to be, which in the following will only be called “the copula.” According to Wolfram, the copula is “one of the most often described structures of AAVE” (2008: 517). For this reason, the copula might be an interesting feature to look at.

When researchers examined AAVE in the past, they did not necessarily take music as a source of data, but rather spoken language. One has to know that language in music is a different genre of language use, which differs from the usual use of the language. Music can be considered an artistic expression, but not “real” speech. Nevertheless, as music has always been and presumably will always be a big part in African American culture, it should be possible to recognize features of AAVE and use music as a reliable source.

In the analysis conducted in this thesis, the use of the copula will be examined by having a look at the lyrics of three famous rappers from the US: Tupac, Jay-Z and 50 Cent. Even though the three of them can be assigned to “gangsta rap”, they all differ from each other. They all started their careers in different decades, come from different cities and have a different style of rapping. What they have in common is that they are African American rappers from a lower class who grew up in poverty and have become successful musicians.

African American Vernacular English Janna Falkenstein 2007-03-08 Seminar paper from the year 2006 in the subject American Studies - Linguistics, grade: 1,3, Free University of Berlin (Englische Philologie), language: English, abstract: The subject of this
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paper is the variety African American Vernacular English (AAVE) formerly known as Black English Vernacular among linguists and often called Ebonics in the media. I will use the term AAVE throughout this paper. AAVE is a variant of English that shows some unique features no other variant of English shares. Aside there is a huge amount of commonalities between AAVE and Standard English (SE) and English vernaculars. Most of the commonalities AAVE shares with non-standard variants of the south of the United States. But even Caribbean languages resemble AAVE; a fact that has led to discussions about the origins of AAVE and its status. There are two theories in competition: the dialectal hypothesis and the Creole hypothesis. The discussion is not only linguistically interesting but also of political importance. This will be discussed in the first two chapters of this paper. It is very difficult to say how many people speak AAVE. There may be speakers who use AAVE pronunciation and vocabulary but none of the grammatical features. Others may use other distinctive aspects of the variant. Linguists generally use the term AAVE for those variants that show certain distinctive grammatical features like copula deletion, losing of third person singular -s or double negation. Since these grammatical features occur variably - that means in alternation with features of Standard English - it remains difficult to say how many people speak AAVE. This variability shows the complex social attitudes that surround AAVE. Among other things that is why it has attracted the attention of many sociolinguists and has been the main focus of several public discussions. Ten years ago a resolution passed by the Oakland School Board hit the headlines. In comparison to their white contemporaries black children come off badly in school. As a result the members of the School Board claimed that AAVE should be
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officially recognized “as the predominantly primary language of African-American students”. [...] African American English and White Southern English - Segregational Factors in the Development of a Dialect Timm Gehrmann 2007-09 Seminar paper from the year 2005 in the subject American Studies - Linguistics, grade: 1,7, University of Wuppertal, course: African American Culture as Resistance, 14 entries in the bibliography, language: English, abstract: In 1619 the first Black People were violently taken to Virginia, United States. Many more Blacks were to follow and hence had to work as slaves on the plantations in the south, fueling the trade of an emerging economic power. Families and friends were separated and people from different regions who spoke different African dialects were grouped together. This was to make sure that no communication in their respective native languages would take place in order to prevent mutinies. Thus the Africans had to learn the language of their new surroundings, namely English. Today the English of the Blacks in America is distinguishable as African American Vernacular English (AAVE). AAVE and American White Southern English (AWSE) were very similar in colonial times, and according to Feagin1 AWSE still has features of AAVE, such as the non-rhoticism and falsetto pitch2, which is supposed to add to the apparent musicality of both AAVE and AWSE today. Many commonalities can be attributed to the coexistence of the two cultures for almost 200 years, while many differences are claimed to be due to segregation. Crystal claims that first forms of Pidgin English spoken by Africans already emerged during the journey on the slave ships, where communication was also made difficult due to the grouping of different dialects in order to prevent mutiny. The slave traders who often spoken English had already shaped the
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new pidgin languages on the ships and helped shape a creole that was to be established in the Caribbean colonies as well southern US colonies in the 17th century. History of English in the US and of African American Vernacular English in particular Alissia Wiener 2018-07-20 Seminar paper from the year 2008 in the subject Didactics for the subject English - Applied Geography, grade: 1.7, University of Duisburg-Essen (Geisteswissenschaften), course: English in North America, language: English, abstract: From the very start I was very interested in African American Vernacular English (AAVE). In this work I also wanted to include a bit of history. I consider that history is an important influence on the present, not only regarding language but everything. History shows us the roots of things and a person who knows history avoids doing the same mistake again. In case of AAVE the language is indeed connected to the history of the African Americans, to the history of slavery and so to the history of the United States of America. For me it is also important to give a wide range on the knowledge about AAVE, a frame of history starting with the broad picture about the settlement and the rest of the history of the US. Then I will look on the history of the African Americans and the origin of their language. Finally a description of AAVE and its features follows. The question this essay deals with was mostly inspired by the controversial views about the origin of AAVE, namely the Creole-based and the dialect theory. Those might be “only” theories about the origin of AAVE but assuming one of those theories is correct defines a certain point of view on AAVE. Is AAVE “only” a dialect derived from a pidgin which developed somewhere in the Caribbean or on in West Africa or is AAVE a dialect which developed in the same manner and at the same time like all the other American dialects? Is it correct to
compare AAVE to Standard English listing the mistakes this variety makes or should it rather be compared to other varieties?

**African American English**

2007-04-03 Seminar paper from the year 2004 in the subject American Studies - Linguistics, grade: 1, University of Hannover, language: English, abstract:

Since there are different terms for the English of African Americans and in order to not confuse the reader chapter 2 lists and defines the most common terms used by linguists concerned with this topic. In chapter 3 the Oakland School Board proposal is mentioned and its contents are summarised. Before investigating the features of the African American dialect of English, I am going to take a look at its history as well as different theories of how it actually arose. Chapter 5 is concerned with various phonological, grammatical, semantic, and pragmatic features which are characteristic for the English of African Americans and make it an interesting and unique dialect.

**A Survey of African American Vernacular English, Considering the Drama 'A Raisin in the Sun' by Lorraine Vivian Hansberry as an Example** Jessica Schweke 2007-09 Seminar paper from the year 2006 in the subject American Studies - Linguistics, grade: 1,7, Ernst Moritz Arndt University of Greifswald, course: 'Varieties and Variability of English' - Proseminar 'English as a World Language', 11 entries in the bibliography, language: English, abstract: This paper will give an overview of some distinctive features of African American Vernacular English. Since drama in general aims to demonstrate everyday speech, I will also give evidence from the drama "A Raisin in the Sun" by Lorraine Vivian Hansberry from 1959. This will underline these features as well as their use and show their practicability in speech. Generally speaking, the term vernacular describes a variety
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of speech which is often analyzed in contrast to the Standard of a language and which is used by a certain group of speakers. The term African American Vernacular English (AAVE) thus describes a dialect used by African Americans. In course of time this variety has also been called "Black Vernacular English, Vernacular Black English, Black English Vernacular, Afro-American English, or simply Black English". (Crystal 2003: 491) The African American Vernacular is a variety of the English language that "has set phonological (system of sounds), morphological (system of structure of words and relationship among words), syntactic (system of sentence structure), semantic (system of meaning) and lexical (structural organization of vocabulary items and other information) patterns". (Green 2002: 1) In the course of this term paper I will take a closer look at these patterns. However, it has to be kept in mind that even though these features are characteristics of the African American speech variety, not every African American uses this variety. Additionally, some speakers use certain features more often than others, depending on the speaker's age, social status, the situation of communication or the person they hold a conversation with. Belonging to the African American African American English in the Diaspora Shana Poplack 2001-10-16 This provocative volume investigates the origins of contemporary African American Vernacular English (AAVE), one of the oldest, yet unsolved, questions in sociolinguistics. African American Language Mary Kohn 2020-12-03 From birth to early adulthood, all aspects of a child's life undergo enormous development and change, and language is no exception. This book documents the results of a pioneering longitudinal linguistic survey, which followed a cohort of sixty-seven African American children over the first twenty years of life, to
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examine language development through childhood. It offers the first opportunity to hear what it sounds like to grow up linguistically for a cohort of African American speakers, and provides fascinating insights into key linguistics issues, such as how physical growth influences pronunciation, how social factors influence language change, and the extent to which individuals modify their language use over time. By providing a lens into some of the most foundational questions about coming of age in African American Language, this study has implications for a wide range of disciplines, from speech pathology and education, to research on language acquisition and sociolinguistics.

Sociocultural and Historical Contexts of African American English Sonja L. Lanehart 2001-10-10 This volume, based on presentations at a 1998 state of the art conference at the University of Georgia, critically examines African American English (AAE) socially, culturally, historically, and educationally. It explores the relationship between AAE and other varieties of English (namely Southern White Vernaculars, Gullah, and Caribbean English creoles), language use in the African American community (e.g., Hip Hop, women’s language, and directness), and application of our knowledge about AAE to issues in education (e.g., improving overall academic success). To its credit (since most books avoid the issue), the volume also seeks to define the term ‘AAE’ and challenge researchers to address the complexity of defining a language and its speakers. The volume collectively tries to help readers better understand language use in the African American community and how that understanding benefits all who value language variation and the knowledge such study brings to our society.

Education and Attitudes towards AA(V)E Anke Werckmeister 2011-05-16 Seminar paper from the year 2007 in the subject American
The United States have witnessed a problem concerning educating African American students in elementary schools and high schools. One suggestion was that in order to learn Standard English (SE) better is African American Vernacular English (AAVE) ought to be taught at schools to highlight the differences between the two dialects in order for the children to master their studies and to succeed not only at school but also later at college. The problem is that many teachers, but also parents, have negative attitudes toward teaching AAVE at school because they think that this is “bad” English and does not help to facilitate their lives. But I argue in order to get positive attitudes toward AAVE one has to understand the complexity of that dialect which furthermore needs to be translated to the teachers’ training programs to help children acquire SE and master their lives.

The Development of African American English

Walt Wolfram 2008-04-15 This book focuses on one of the most persistent and controversial questions in modern sociolinguistics: the past and present development of African American Vernacular English (AAVE).

The Historical Development of the Relationship Between African American Vernacular English and White Vernaculars

Melissa Yunker 2017-02-17 Bachelor Thesis from the year 2016 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, Humboldt-University of Berlin, language: English, abstract: African American Vernacular English (AAVE) is one of the most researched and controversially discussed varieties by sociolinguists. In this paper the controversial origin debate of AAVE will be discussed on the basis of the sociohistorical context and, more importantly, linguistic patterns. Following a chronological order, the way in
which AAVE and Southern Vernaculars developed with respect to each other after slavery was abolished will be outlined after. In the following chapter, the socioeconomic impacts of the Great Migration and Urbanization on the African American community will be laid out, as this historic development is essential in understanding contemporary sociolinguistic developments. These will finally be discussed by looking at a number of studies that focused on linguistic innovations and changes that occurred during the 1980's in different parts of the country. While the focus of this paper lies on AAVE, the development of a number of white vernaculars spoken both in the North as well as in the South of the US will be outlined and compared to AAVE as well. Linguistic structural features will be compared, put into their sociohistorical context and will therefore serve as a basis to describe the overall dynamics between white and black vernaculars. You ain't no never say that! - Ebonics as a linguistic variety and attitudes towards it. Andre Vatter 2003-04-02 Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: 2+ (B), University of Cologne (English Seminar), language: English, abstract: There are several definitions about what language variations are and numerous labels have been given to them. A. D. Edwards, Senior Lecturer in Education at the University of Manchester, for example distinguished four different kinds of dialects that can be found in almost every language. 1 According to Edwards the Standard Dialect is that variety, which is most commonly used in everyday life, in media, government, religion - and on every other occasion “when speech most closely resembles the written form”. 2 Geographical Dialects evolve out of isolation of groups of speakers of one language. The more time passes, the less theses
speakers will sound the same and differences in pronunciation, grammar and lexis will occur, creating regional divergences of the source language. The same can happen in microcosmic relation, for example in urban life, where sharp differences in speech between speakers not only reflect but also reinforce social distances. Variations here are called Social Class Dialects. Last not least, Edwards determines the Ethnic Dialect as a variation that “often contains reminders of the ‘native’ language, the intrusion of ‘foreign’ sound, words and structures, and it often reflects the residential and perhaps occupational segregation.” And this is what the whole issue of Ebonics, of Black English, of African American Vernacular English (AAVE) in America deals with. It raises questions: What is Black English and what characterizes it? Is it a dialect, a language? How does segregation show in the use of a language, and what is the public opinion towards black slang? What do the blacks think about their own way of communication? This paper will take a close look at these questions and will show aspects of controversies in America’s current public discussions. It will show that the concept of Ebonics is more than just a plain way of speaking and how a language - at the same time - can be a symbol of status as well as a social curse to a whole culture. 1 Edwards, J. A., Language in Culture and Class. 2 Edwards, J. A., 1976, p. 46. 3 Edwards, J. A., 1976, p. 48. African American, Creole, and Other Vernacular Englishes in Education John R. Rickford 2013 This comprehensive bibliography provides more than 1600 references to publications from the past half century on education in relation to African American Vernacular English, English-based pidgins and creoles and other vernacula Englishes, with accompanying abstracts for many. African American English Lisa J. Green 2002-08-08 This
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Authoritative introduction to African American English (AAE) is the first textbook to look at the grammar as a whole. Clearly organised, it describes patterns in the sentence structure, sound system, word formation and word use in AAE. The textbook examines topics such as education, speech events in the secular and religious world, and the use of language in literature and the media to create black images. It includes exercises to accompany each chapter and will be essential reading for students in linguistics, education, anthropology, African American studies and literature.

African American English - properties and features

Florian Paulus 2008-06-30 Seminar paper from the year 2008 in the subject English Language and Literature Studies - Linguistics, grade: 2,0, University of Dusseldorf "Heinrich Heine", language: English, abstract: Content 1. Introduction........................................3

2. The roots of African American English

3 3.

Features..............................................5

3.1Phonetics..............................................5

3.1.1.The “th” in AAE...............................5

3.1.2.The Consonant Cluster education(CCR).........................7

3.2AAE as a non-rhotic dialect.................................9

3.3 Grammatical Features........................................10

3.3.1Negation............................................10

3.3.2Time Reference......................................11

3.4 BIN...................................................12


Geneva Smitherman answers the question where the “black language and style” came from with the beginning of slavery in Colonial America. In 1619 a Dutch vessel brought with a
cargo twenty Africans to Jamestown, Virginia to work there as “indentured servants”. The blacks where mostly brought from countries of the African West Coast over the so called “West passage” to the Colonies in America. They were forced to work on the cash crop plantations, harvesting tobacco, cotton, Sugar and coffee. Because there is, of course, no tape recordings of the language the slaves spoke, linguists have “to rely on reconstructions of black talk based on indirect evidence [...] written reproductions of the dialect in Journals, letters and diaries by whites [...]. African slaves developed a pidgin, what Smitherman calls a “language of transaction” used to communicate between themselves and the whites. This pidgin developed over the years as a widespread Creole among slaves. It consisted of the West-African words which were substituted little by little by English words but with the same basic language structures of West- African Languages. These Languages for example allow sentence constructions without the verb to be. According to that, sentences like “He going” still occur today in African American Vernacular English environments. Because the American settlers did not speak Standard British English as they came from Ireland, Scotland, and Germany etc. the slaves adopted certain features of the pidgin the settlers spoke to their Creole. Especially in the South, where a lot of Irish settled, a typical feature of Irish phonology is wide spread. Words like red and hat are pronounced with diphthongs, as “reɑd” and “həat”, respectively, which the blacks adopted to their language.

The Syntax of Earlier and Contemporary African-American English

Munise Özewran 2023-03-02 Seminar paper from the year 2018 in the subject American Studies - Linguistics, grade: 2.0, University of Duisburg-Essen (Anglistik), language: English, abstract: This term paper focuses on the grammar of early and today’s African-
American English, as well as its origin, its history, its development and the areas in which it is commonly spoken today. More precisely the paper will outline the construction of African-American English and will further provide a comparison of early and contemporary AAE by discussing the lyrics of a slave song in contrast to two songs by Nicki Minaj and 50 Cent in regards to syntax. Even though AAE consists of more than just grammatical distinctions such as the phonological, morphological and semantical, the focus here will solely lie on the syntax.

**Making the Connection**
Carolyn Temple Adger 1999 Papers from a conference on the role of language in the academic achievement of African Americans include: "Language Diversity and Academic Achievement in the Education of African American Students: An Overview of the Issues" (John R. Rickford); "The Language of African American Students in Classroom Discourse" (Courtney B. Cazden); "Enhancing Bidialectalism in Urban African American Students" (Kelli Harris-Wright); "Repercussions from the Oakland Ebonics Controversy: The Critical Role of Dialect Awareness Programs" (Walt Wolfram); "Considerations in Preparing Teachers for Linguistic Diversity" (John Baugh); "The Case for Ebonics as Part of Exemplary Teacher Preparation" (Terry Meier); "Language Policy and Classroom Practices" (Geneva Smitherman); "Language, Diversity, and Assessment: Ideology, Professional Practice, and the Achievement Gap" (Asa G. Hilliard, III); and "Lessons Learned from the Ebonics Controversy: Implications for Language Assessment" (Anna F. Vaughn-Cooke). The text of the testimony of Orlando L. Taylor on the subject of Ebonics is appended. (MSE)

**African American Vernacular English**
John Russell Rickford 1999-07-16 In response to the flood of interest in African American Vernacular English (AAVE)
following the recent controversy over "Ebonics," this book brings together sixteen essays on the subject by a leading expert in the field, one who has been researching and writing on it for a quarter of a century.

*Varieties of English* Bernd Kortmann 2008 Vol. 3: Covers the phonology, morphology and syntax of varieties of English in Pacific and Australasia. This work includes exercises and study questions that can be used for classroom assignments as well as for self study. It includes an interactive CD-ROM which contains sound samples, speech recordings, interactive and synchronized maps.

*Spoken Soul* John Russell Rickford 2007-08-10 In Praise of Spoken Soul: The Story of Black English "Spoken Soul brilliantly fills a huge gap. . . . a delightfully readable introduction to the elegant interweave between the language and its culture."
-Ralph W. Fasold, Georgetown university "A lively, well-documented history of Black English... that will enlighten and inform not only educators, for whom it should be required reading, but all who value and question language." -Kirkus Reviews "Spoken Soul is a must read for anyone who is interested in the connection between language and identity." -Chicago Defender Claude Brown called Black English "Spoken Soul." Toni Morrison said, "It's a love, a passion. Its function is like a preacher’s: to make you stand out of your seat, make you lose yourself and hear yourself. The worst of all possible things that could happen would be to lose that language." Now renowned linguist John R. Rickford and journalist Russell J. Rickford provide the definitive guide to African American vernacular English—from its origins and features to its powerful fascination for society at large. Whether or not African American Vernacular English should be used in Schools

*Niklas Tänzer 2018-03-21* Essay from the year 2017 in the subject English Language and Literature Studies -
The United States is characterized by a notably broad linguistic diversity. One part of this diversity in American English has always been at the center of scholarly research and publications: African-American Vernacular English (AAVE). It is one of the most influential varieties of English that is spoken across the US. This paper will shortly present the most distinctive featuring AAVE. Further, the main differences between AAVE and Standard American English, which can be largely found in grammar, phonology and semantics will be explained. History, discussions and hypotheses about AAVE, as well as the scorching criticism it received in recent attempts to implement it into the curriculum will also be included. Having elaborated on that, the question arises whether AAVE should be integrated into the educational system these days. Although African-American Vernacular English has been chosen as the standard term in linguistics it is important to note that there are many labels referring to AAVE. It is also known as African American English, Black English Vernacular, Black Vernacular English, Black Vernacular, Black English or Ebonics. These terms are most common amongst linguists today and all refer to the same variety. 

Eighteenth-Century English as a Second Language Cathleen Hellier 2011-01-01 Most of us have no problem reading novels, plays, diaries, or newspapers from the eighteenth century. But speaking eighteenth-century English can be trickier. This series of lessons has been designed to help historical interpreters and reenactors better understand the language of the period and sound more like the persons they portray. Lessons contain grammar, vocabulary, and conversational etiquette for all levels of society. 

Ebonics J. David Ramirez 2005-01-01 This collection of
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differs and there exist many dialects. One may say that African American Vernacular English (AAVE) is a dialect; others may say it is a separate language system. In this paper I will try to show how AAVE works, who speaks it and how it differs from Standard English. My focus lies on AAVE spoken in the United States. "Significant research on black English in the United states is almost entirely a product of the 1960s" (Dillard1972: 6) and thus not that old. Nevertheless there exist different opinions concerning as well? Its the origin and the status it has. So, in this essay I am going to deal with Black American English and its specific features and differences to Standard English. Standard means here the achieved official recognition of a language. The standard is spoken by the majority of speakers in the US. The analysis includes an introduction to the grammar of AAVE and its specific vocabulary. At the beginning a short survey will be given on who actually speaks AAVE. At
the end of the paper, I will give some examples how AAVE actually works and is used by blacks. Tense, mood, and aspect cannot always be strictly separated, and thus the explanations and examples of each category are sort of melted together. Moreover, I will talk about the question whether AAVE should be looked at as if being a self-governed language system or a dialect of Standard English spoken in the United States.

**African American Vernacular English**

Desirée Kuthe 2007-11 Essay from the year 2007 in the subject American Studies - Culture and Applied Geography, grade: 1.0, University of Córdoba (Spain: Universidad de Córdoba), course: Sociolinguistics, 8 entries in the bibliography, language: English, abstract: African American Vernacular English or AAVE, which is also variously labelled 'African American English', 'Black English', 'Black Vernacular English' or 'Ebonics', is the non-standard variety of English spoken by many African Americans, at least to some extent and in some contexts. The now very popular term Ebonics is a portmanteau of the words 'ebony' and 'phonics', created in 1973 by a group of black scholars, who disliked the term 'Nonstandard Negro English', which was in use at that time. The circumstances of the creation of the term, (which has gained considerable popularity during a huge debate in 1996, which will be discussed later), already highlights one of the main features associated with AAVE: the controversies which centre upon it, "even" - according to McCrum et al. - "within the Black community. For some, it is an authentic means of self-expression for Black English speakers throughout America and the world. For others, who prefer the norms of Standard English, Black English represents the disadvantaged past, an obstacle to advancement, something better unlearned, denied or forgotten." The first thorough sociolinguistic study of AAVE was carried out by William
Labov in 1968. It was funded by the US Office of Education, which was interested in "the relation between social dialects and the teaching of English." The problems many Black American children had to acquire thorough reading skills was, in fact, what first brought attention to AAVE. Still scholars can't seem to agree on what exactly AAVE is and where it comes from. Scholars on one end of the scale of opinions hold it to be very different from Standard English, even a distinct language, those on the other end claim it to be a mere product of regional a

**African American Vernacular English** Ismail Durgut 2009-03-17 Seminar paper from the year 2009 in the subject American Studies - Linguistics, grade: 1.0, University of Duisburg-Essen, course: Language and Interaction, language: English, abstract: The majority of the US-citizens of African ancestry speak a characteristic variety of English that has been referred to by several names. It has variously been called Non-Standard Negro English, Negro Dialect, Black English Vernacular, Black English, African American Vernacular English, African American Vernacular English, Ebonics, etc. In this paper, I will use the term African American Vernacular English, abbreviated AAVE, because it is the term most current among linguists today. The term “vernacular” refers to the everyday language spoken by a speech community, often a non-standard variety. No other variety inside the United States has been studied as much as AAVE. During the last fourty years, many works have been released concerning this topic. This paper is an overview of AAVE. It starts with the historical backgrounds of the variety by discussing the major theories concerning its origin. The main part of this paper deals with AAVE’s linguistic features in comparison to Standard American English. The features are subdivided into the sub-chapters phonology, grammar and vocabulary. A summary forms
African American Vernacular English (AAVE) is the variety formerly known as Black English Vernacular or Vernacular Black English among sociolinguists. It is also called Ebonics outside the academic community. While some features of AAVE are apparently unique to this variety, in its structure it also shows many similarities with other varieties including a number of standard and nonstandard English varieties spoken in the US. AAVE has been the subject of several public debates. The analysis of this variety has caused a lot of discussion among sociolinguists and also among the American people. AAVE is a language that I hear every day through the music I hear and the Internet I use. This was the main reason that I chose to learn more about AAVE. Many people think AAVE is the same as Standard American English but this is not true. In this paper I will investigate whether AAVE is a dialect or a slang. And also the origins of AAVE and the features of AAVE (Phonological-, grammatical and lexical features) and the social and educational context of AAVE will be explained more in this paper. Through many research in the library of the university of Antwerp and the library of the university of Leuven but also through many research on the internet I was able to collect and investigate this subject. With the great help of my teacher I was able to make this paper.

The Oxford Handbook of African American Language
Sonja L. Lanehart 2015 Offers a set of diverse analyses of traditional and contemporary work on language structure and use in African American communities.

Spoken Soul John R. Rickford
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2000-01-24 "Offers a fascinating, definitive history of the use of Black English in literature, the performing arts, religion, and everyday conversation. The Rickfords also explore America's love/hate relationship with Black English and its role in our ongoing dialogue about why and how race matters". -- Jacket.

The Americas and the Caribbean Edgar W. Schneider 2008-12-10 This volume gives a detailed overview of the varieties of English spoken in the Americas and the Caribbean, including regional, social and ethnic dialects (such as Southern US, Canadian or Chicano English) as well as Caribbean creoles from the Bahamas to Suriname. The chapters, written by widely acclaimed specialists, provide concise and comprehensive information on the phonological, morphological and syntactic characteristics of each variety discussed. The articles are followed by exercises and study questions. The exercises are geared towards students and can be used for classroom assignments as well as for self study in preparation for exams. Instructors can use the exercises, sound samples and interactive maps to enhance their classroom presentations and to highlight important language features.

The Uniqueness of African American Vernacular English Lea Lorena Jerns 2014-06-13 Seminar paper from the year 2014 in the subject English Language and Literature Studies - Linguistics, Humboldt-University of Berlin, language: English, abstract: "The language, only the language...it is the thing that black people love so much - the saying of words, holding them on the tongue, experimenting with them, playing with them. It's a love, a passion. Its function is like a preacher’s: to make you stand up out of your seat, make you lose yourself and ear yourself. The worst of all possible things that could happen is to lose that language. There are certain things I cannot say with-out..."
The Grammar Of Urban African American Vernacular English

recourse to my language." With these words Toni Morrison, an American professor and novelist, probably expressed exactly what many African American people felt and still feel. In her statement she refers to the so-called “African American Vernacular English”, abbreviated AAVE, which is “a variant of English spoken mostly by black people in the United States.” (Jokinen 2008: 1) It is also known as “African American English”, “Black English Vernacular”, “Black Vernacular English”, “Black Vernacular”, “Black English” or “Ebonics”. It is important to point out that not all African Americans inevitably speak this ethnolect and that there are also people with a non-African American background who nonetheless may speak it. (cf. Patrick 2007: 1) Furthermore, it is hard to define who actually speaks AAVE as some speakers may only use some features, e.g. vocabulary or grammatical aspects, of this variant. (cf. Jokinen 2008: 1) AAVE is a variant of English that you can see and hear every day - it is present in the Internet and in many songs and that makes it so interesting to find out more about it and to get a better understanding of AAVE. In this paper, I will focus on different aspects. I will start dealing with the question “Where does AAVE come from?” under point two and will continue with a brief overview of some basic grammatical features of AAVE in point three. Under point four, I will present and discuss a concrete example of a text, in which AAVE plays an important role, namely in the short story The Gilded Six-Bits of Zora Neale Hurston, written in 1933. Afterwards, under point five, I am going to talk about AAVE in Rap and HipHop songs as there can be found a considerable number of this kind of music all around the world and, under point 6, I will deal with the controversial question whether AAVE should be taught in schools or not. Finally, in the conclusion of my paper, I would like to let the uniqueness of AAVE and the importance of recognizing...
William Labov 1972. With the recent controversy in the Oakland, California school district about Ebonics—or as it is referred to in sociolinguistic circles, African American Vernacular English or Black English Vernacular—much attention has been paid to the patterns of speech prevalent among African Americans in the inner city. In January 1997, at the height of the Ebonics debate, author and prominent sociolinguist William Labov testified before a Senate subcommittee that for most inner city African American children, the relation of sound to spelling is different, and more complicated than for speakers of other dialects. He suggested that it was time to apply this knowledge to the teaching of reading. The testimony harkened back to research contained in his groundbreaking book Language in the Inner City, originally published in 1972. In it, Labov probed the question "Does 'Black English' exist?" and emerged with an answer that was well ahead of his time, and that remains essential to our contemporary understanding of the subject.

Language in the Inner City firmly establishes African American Vernacular English not simply as slang but as a well-formed set of rules of pronunciation and grammar capable of conveying complex logic and reasoning. Studying not only the normal processes of communication in the inner city but such art forms as the ritual insult and ritualized narrative, Labov confirms the Black vernacular as a separate and independent dialect of English. His analysis goes on to clarify the nature and processes of linguistic change in the context of a changing society. Perhaps even more today than two decades ago, Labov's conclusions are mandatory reading for anyone concerned with education and social change, with African American culture, and with the future of race relations in this country.

A Study of African-American Vernacular English in America's "Middletown"
Xiaozhao Huang 2000 Wang (humanities, California State U.) studies six of Wilson's plays, including The Piano Lesson, Seven Guitars, Ma Rainey's Black Bottom, and Fences. He treats each play separately and examines the thematic strands running through them, especially as they relate to the struggle of African-Americans to come to grips with their history, their place in American society, and their struggle for a just society. Annotation copyrighted by Book News, Inc., Portland, OR.

**African American Vernacular English: A New Dialect of the English Language** Patrick Tretina 2012-06-20 Research Paper (undergraduate) from the year 2012 in the subject American Studies - Linguistics, grade: A, University of New Hampshire, course: English 550 - Graduate Studies in English Language, language: English, abstract: This scholarly research paper examines the substantial reasoning behind why African American Vernacular English is a true dialect of the English language. The AAVE controversy has been long debated by scholars and linguists alike. The debate is centered on two substantial ideas of its definition and genesis. The debate is split; half of the spectrum believes AAVE is simply an apathetic form of speech, while other concrete theories suggest that AAVE is a dialect of the English language that stems from the West African Slave Trade. This research paper not only analyzes a number of scholarly theories to credit the idea that AAVE is a true dialect of the English Language, but it also calls on a number of other variants to supplement the facts provided.

"I don't want no double negation!" Markus Mehlig 2009-05-08 Seminar paper from the year 2009 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, Dresden Technical University (Anglistik/Amerikanistik), course: Seminar "Syntactic Patterns in English", language: English, abstract: Imagine an
An English lesson in a fifth grade somewhere in the USA. The class consists of 25 pupils – ten of them are noticeably of African descent. The white teacher gives instructions to the pupils, wanting them to write an imaginative story about a topic of their own choice. A black boy in the last row raises his arm, asking: “So there ain’t no restriction at all?” The teacher – visibly annoyed by the pupil’s interrogation – shouts in his direction: “I don’t want no double negation in your texts!” Although this story arose from my imagination, this little anecdote directly leads me to the topic of this paper: Negation in African American Vernacular English (AAVE).

The situation described above might seem funny – especially because the teacher uses double negation in his answer himself – but its content appears to be sad reality for millions of black students all over the United States of America: White teachers do not accept ‘Black Talk’ as a proper language to be used in official institutions like schools but tend to call its speech patterns and expressions – that have been proved by many linguists in the past decades to be part of an own scientifically accepted language system – orthographically and grammatically wrong. As Geneva Smitherman states it in the preface of her book “Talking That Talk” (2000): It [is] obvious that despite decades of research and scholarly work on Ebonics, there are still large numbers of people who do not accept the scientific facts about this language spoken by millions of Americans of African descent.1 Since this is the case I became interested in the specific features that make AAVE so distinctive from other varieties of English. During my researches I found one grammatical phenomenon that might not be completely unique to AAVE but which contains a variety of smaller distinctive features, namely the field of negative constructions in AAVE. In this paper I want to investigate the various
grammatical phenomena related to negation in the African American vernacular. Since grammar always becomes a more lively and joyful thing to look at when it is explained with the help of examples from real life conversations or other authentic speaking situations I decided to use lyrics of Rap music written and performed by Afro-American Hip Hop artists Eric B., Rakim, Tupac Shakur and his Hip Hop group Thug Life to illustrate the grammatical rules and features discussed in this paper. [...] 

African American Vernacular English and its Use in "Their Eyes Were Watching God" by Zora Neale Hurston

Leonie Weißweiler 2016-09-09 Pre-University Paper from the year 2014 in the subject English Language and Literature Studies - Linguistics, grade: 15, language: English, abstract: African American English (AAVE) was first brought to the attention of linguists when in the 1960s, the government realised that African American (AA) children from urban ghettos were worse in school than white pupils. To counteract this, it financed compensation programmes in which AA children should be taught Standard English (SE) “by means of structural drills and techniques adopted from foreign language learning”. When this approach failed, linguists suggested that AA children only spoke a different dialect than white children and that consequently, it would be necessary to teach them SE as an additional dialect. However, this approach also failed because the failure of AA children in school seems to be a result of a cultural and social divide between AA and white American society, of which separate dialects of English are only a symptom. It will therefore be the aims of this paper to prove this belief wrong and prove that AAVE is indeed a rule-governed language, to investigate its origins and its use in Zora Neale Hurston’s most famous novel, Their EyesWereWatching God.
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