

To the Graduate Council:

I am submitting herewith a thesis written by Bernateen Wardette Camille Cunningham entitled "Attitudes of School Personnel in Charleston, South Carolina Toward the Gullah Dialect." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Speech Language Pathology.

Sol Adler

Dr. Sol Adler, Major Professor

We have read this thesis
and recommend its acceptance:

Harold L. Hughes

Luther M. Kindall

Accepted for the Council:

Low Minikel

Vice Provost and the
Dean of the Graduate School

ATTITUDES OF SCHOOL PERSONNEL
IN CHARLESTON, SOUTH CAROLINA
TOWARD THE GULLAH DIALECT

A Thesis
Presented for the
Master of Arts
Degree
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Bernateen W. Cunningham

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DEDICATION

The author dedicates this study to her beloved parents,
Cecelia and Herbert, for their years of sacrifice and commitment
to her education. I LOVE YOU, Mommye and Daddy!!

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"Delight thyself also in the Lord, and he shall give thee desires of thine heart." - Psalms 37:4

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**Giving praises and glory to my Lord and Savior
Jesus Christ**

...for with God, all things are possible

- Mark 10:23

ABSTRACT

This study evaluated the attitudes of speech-language pathologists (SLPs), teachers and allied professionals (APs) from Charleston, South Carolina toward the use of the Gullah dialect by means of a forced-choice type modified Language Attitude Scale (LAS) and a modified Bountress scale. A series of 20 questions were used to survey the attitudes of SLPs, teachers, and APs on the LAS while ten questions were used to survey SLPs attitudes on the modified Bountress scale. Results of their responses indicate that only a slight majority expressed positive attitudes towards Gullah. Thus, these data seem to suggest a need for additional education in cultural language differences. Implications and suggestions relevant to cultural language for undergraduate, graduate and continuing education programs are discussed.

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CHAPTER I

INTRODUCTION

The issue of professional worker attitudes to social dialect language usage is a matter of great concern to both educator and speech-language pathologist (SLP). The focus of public attention on the educational problems of the culturally different child, more specifically the black child, has resulted in increased investigations of the Negro dialect (Adler, 1968; Smitherman, 1973; Webber, 1979). Approximately 20 years ago William Stewart noted:

Within the last few years, the increased national commitment to bettering the lot of socially and economically underprivileged groups of Americans --the so called 'disadvantaged' -- has caused educators to consider ways in which the schools may involve themselves in this task. Yet although there is a general awareness that certain of the disadvantaged do have language problems, there is at the same time a lack of agreement as to what these problems entail, and therefore what to do about them (Stewart, 1967, p. 11).

Growing linguistic documentation of nonstandard dialects in the classroom reveals that "40 percent of public school students are from ethnically diverse backgrounds. This multicultural trend is not a regional phenomenon; it is evident in states, cities, neighborhoods, and schools across the country" (Ramirez, 1988, p. 45). This cultural and ethnic diversity presents a challenge to school personnel mainly due to the fact that there are now three distinct linguistic populations in our schools: 1) those students of whom standard English is the native dialect, 2) those students who learn nonstandard English as their native

dialect, and 3) those of whom English is not the native language (Baugh, 1987, p. 235). With the integration of public schools, pedagogical problems have developed (Smitherman, 1973; Damico, 1987). One of the primary problems concerns the language of the teachers and students (Agee and Smith, 1974, p. 82).

Damico (1987) states that public education in the United States is currently undergoing significant changes in the way the educational process is perceived. He suggests that the philosophical changes in the educational system are a reflection of the realization that many students are not successful learners. This realization is perpetuated by the notion that there are apparent differences between the educational experiences of these students and their racial, linguistic, and socioeconomic backgrounds. Evidently, revisions in the methods used in teaching these children are necessary. In particular, Damico suggests that there should be a "rediscovering of the role of language proficiency" in the educational process, and that the SLP should address these language concerns in the public schools. He indicates that language barriers between teachers and their students contribute to the unsuccessful academic achievement of these students.⁶ Damico recognizes the importance of language to academic success and feels that many educators are not competent to address this issue. He states that a likely candidate for this job in each school is the SLP, because:

...For the most part, SLPs offer a unique set of qualifications to the public schools. Possessing academic backgrounds which typically include coursework in normal language acquisition and use, developmental

psychology, speech and hearing sciences, linguistics, learning theory, communicative assessment and intervention strategies, and educational principles. SLPs offer a perspective different from many school-based educators. ...SLPs are the most logical professionals to function as the 'language specialists' in their schools. As language specialists, SLPs can work with other school personnel to address the language concerns existing in both regular and special education (Damico, 1987, p. 18).

During the 1978 annual convention of the American Speech and Hearing Association, Mims and Werner addressed concerns of dialectal language in the schools. They urged both the Association and educators across the country to redesign their teacher education programs so that educators would be capable of dealing effectively with current problems (Mims and Werner, 1978).

This thesis seeks to describe the current attitude of SLPs, teachers and allied professionals (APs) towards the use of dialect in a school setting.

A. The Problem

Statement of the problem. The present study is designed to investigate the attitudes of SLPs, teachers and APs on Johns and James Island of Charleston, South Carolina toward the social dialect patterns of their students. More specifically, the purpose of the study is to compare and evaluate the attitudes of SLPs, teachers, and APs toward the use of the Gullah dialect by students. These analyses are based on diagnostic evaluations and attitudes of SLPs, teachers, and APs.

1. Importance of study. Recent literature suggests that the attitudes of teachers have a profound effect on the welfare of their students (Agee and Smith, 1974; Damico, 1987). Furthermore, it has been shown that teachers form attitudes and judgments about students on the basis of a number of factors. However, one's particular language form (dialect) may well be the central factor upon which teachers' attitudes toward and judgments about, students are based (Pringle, 1976, p.7). In like manner, the attitude of the SLP does not affect his interactions with his clients.

Recently, the role of public school SLPs has changed considerably. Unlike the past, they are now involved with a more diverse caseload and their duties now range from the provision of services to the child with speech-language disorders as well as those multi-cultural children with speech-language differences. As a result, it is not uncommon for a SLP to be called to administer therapy to a child who has been diagnosed as having a communication disorder, when, in point of fact, the child's only problem was his nonstandard difference. As a result, some college programs training students to be SLPs and audiologists address the issue of dialectal language, and its implications to the educational process in the classroom, suggest that SLPs should be sufficiently qualified to serve as consultants to teachers regarding this issue. Consequently, if speech-language specialists are to assist teachers effectively in their struggle to provide quality education to all students, it is imperative

that the question of teachers' attitudes toward dialects be readdressed (Damico, 1987).

a. Introduction. There are many varieties of English spoken by Blacks. The black dialect is commonly referred to as "black English," or ebonics and researchers often grapple with the problem of defining black English. On the surface this seems to be a simple question for which there should be a simple answer (Trabasso and Harrison, 1976). However, there is a problem of definition because the black dialect is diverse in its own simplicity. This point is underscored in Labov's introduction to Language In The Inner City. He states...

By the 'black English vernacular' we mean the relatively uniform dialect spoken by the majority of black youth in most parts of the United States today, especially in the inner city areas of New York, Boston, Detroit, Philadelphia, Washington, Cleveland, Chicago, St. Louis, San Francisco, Los Angeles, and other urban centers. It is spoken in most rural areas and used in the casual, intimate speech of many adults. The term 'black English' is not suitable for this dialect, since the phrase implies a dichotomy between Standard English on the one hand and black English on the other. 'Black English' might best be used for the whole range of language forms used by black people in the United States: a very large range indeed, extending from the Creole grammar of Gullah spoken in the Sea Islands of South Carolina to the most formal and accomplished literary style. A great deal of misunderstandings has been created by the use of this term, 'black English,' which replaces our original 'Nonstandard Negro English,' when the latter became less acceptable to many people (Labov, 1972; p. xiii).

This study focuses on one version of black dialect, namely Gullah. In particular, the purpose of the research on which this thesis is based is to study and compare the attitudes of SLPs,

educators, and APs toward the Gullah dialect.

b. Gullah Dialect. Gullah is a regional dialect that is spoken widely on the Sea Islands of South Carolina and Georgia. That this dialect has largely been preserved over the years on these two islands is due primarily to their geographical location; namely that they are separated from the mainland by a large expanse of water. In fact Gullah dialect is one facet of a complex culture. This is exhibited primarily through oral traditions such as Br'er Rabbit and Uncle Remus, basket weaving, Gullah cooking, and the voices of its people. Many standard English speakers regard this dialect as black English; however, as is pointed out in Chapter II, although black English and Gullah contain similar dialectal features such as syntactical structures, phonological forms, and intonational patterns, they differ lexically. These lexical differences are so extreme as to cause Gullah to be accepted as a variant of black English (Malstrom, 1966). Unfortunately, teachers and APs in the educational system often formulate negative attitudes toward black English speakers (Bronstein, 1970; Naremore, 1971; Johnson, 1971; Blodgett and Cooper, 1973), and Gullah is no exception. That this is the case, is understandable, for if teachers, and other professionals find it difficult to understand mainstream black English, one could expect them to be less tolerant towards the student who uses the Gullah dialect.

c. Social Dialect and Teacher Attitudes. In order to facilitate a clear understanding of this study, it is necessary to define the primary term, "attitude." The usage of the term may differ according to the context in which it appears. Formally, it is defined by Webster's New World Dictionary of the American Language, Second College Edition (p. 90) as "a manner of showing one's feelings or thoughts; one's disposition, opinion. . ."

Psychologists Shaw and Wright contend that despite the various meanings there is one definition common to all:

"Attitudes entail an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual"
(Pringle, 1976, p.5).

Pringle continues by citing a number of studies (Lambert, Hodgson, Gardner, & Fillenbaum, 1960; Shuy, Wolfram, & Riley, 1967; Williams & Naremore, 1969; Williams & Shamo, 1972; Taylor, 1973) that have addressed the issue of teachers' attitudes toward students' language. Pringle concludes from these studies that a student's dialect can be the basis upon which teachers form their attitudes about him or her. In addition, she notes that if a student's language is not the dominant language spoken in the classroom then the attitudes toward the student and his language in most cases will be negative (Pringle, 1976). Such research has led to the present inquiry into the effect of the Gullah dialect upon teacher attitudes and expectations.

Mims and Werner (1978) at the annual convention of the American Speech and Hearing Association addressed this issue in a

presentation entitled "Listeners' Reactions to Nonstandard Dialect Phonology and Grammar." Mims and Werner stated that SLPs may provide "elective clinical services to nonstandard English speakers who do not present a disorder." Their study evaluated listener reactions to varieties of English, such as Black English, Standard English and Appalachian English. The researchers found that a significant number of listeners had negative reactions toward users of nonstandard English phonology and grammar. This study examines whether or not such is true with respect to the Gullah dialect.

d. Consultancy Role of the SLP. This study considers the changing role of the public school clinician within the school setting. Realizing that teachers, as well as SLPs assess the language and cognitive development of dialectal speakers, it is of major importance that SLPs adequately distinguish between speech-language disorders and speech-language differences. In light of the possible adverse consequences of improperly diagnosing a student whose speech is mainly dialect, it is important that the public school SLP not reject the child's home language, but encourage a bidialectal approach to learning.

2. Purpose of the study. As stated previously, the aim of this study is to survey and evaluate attitudes of school personnel on the Sea Islands of Charleston, South Carolina to the Gullah dialect and to extrapolate the findings to the larger population

of teachers, SLPs and APs who interact with students whose main mode of conversation is nonstandard dialect. This will be achieved by surveying a random sample of SLPs, teachers and APs (such as resource teachers and media specialists) in the Charleston, South Carolina public schools.

B. QUESTIONS

The study will seek to explore, and answer the following issues and questions:

1. Is there a difference in attitude ratings when comparing speech-language pathologists' responses on the modified Bountress scale?
2. Is there a difference among the attitudes of speech-language pathologists, teachers and allied professionals toward students speaking the Gullah dialect?
3. Are the attitudes of the professionals in these groups independent of their racial backgrounds?
4. Are the attitudes of the professionals in these groups independent of gender?
5. Are the attitudes of the professionals in these groups affected by years of professional experience?
6. Are the attitudes of the professionals in these groups affected by level of education?
7. Are the attitudes of these professionals independent of their employment at either a local school or a rural school?
8. Are the attitudes of these professionals in these groups independent of their employment at either schools on Johns Island or James Island?

CHAPTER II

REVIEW OF LITERATURE

A. A Discussion of the Gullah Dialect

Gullah is a Negro dialect originally spoken by ex-slaves and passed on mainly through folklore to succeeding generations in the coastal region which extends from Georgetown, South Carolina, to the northern border of Florida. As a result, the islands off the coast of South Carolina and Georgia, known commonly as the Sea Islands or Gullah Area, allow for many opportunities for research and study (Blake, Jackson, and Slaughter, 1974, p. 1). These islands are low and flat, and they have a beauty beyond description. To many visitors these islands may be beautiful but the dialect is somewhat of a curiosity. Of the many positive analyses of the Gullah dialect that of Patricia Jones-Jackson in her book When Roots Die (1987) is the most picturesque. She states:

...The black inhabitants of the Sea Islands located off the coast of Georgia and South Carolina, have provided researchers with a reservoir of distinctively African and African-American cultural roots. Their unique society has been developed, nurtured, and maintained by the geographical isolation of the islands, the social and economic independence of the islanders, and the marginal contact with residents outside the Sea Island. These factors have created and fostered an environment within which the inhabitants -- West African slaves, ex-slaves, and their free ancestors -- have been able to reinforce vigorous traditions characteristic of their culture, and to perpetuate communities with

concentrations of African influences paralleled by no other black areas in the United States. Remnants of these African traditions were passed on to the islanders through narrative tales, religious practices, burial ceremonies, language patterns, and other practices, only some of which have been recorded by linguists, sociologists, anthropologists, and folklorists.

Today changes are being brought to the islands and the Sea Island culture is declining under the resulting social pressures. On the one hand, outsiders, particularly white Americans, Arabs, and other foreigners, are moving to the area and in some instances commercializing entire islands. On the other hand, the building of bridges have brought about easier access to many of the islands and better educational facilities and job opportunities for their inhabitants. As would be expected, such forces are motivating a break in cultural traditions, an upheaval of social patterns, and a general disruption of the old norms, all of which are now in some danger of becoming lost (p. xix).

Gullah is best known through Lorenzo Turner's (1949) book Africanisms in the Gullah Dialect. Turner postulates that there is a large degree of African influence on Gullah and claims that there is a substratum of African grammar underlying it. However, the issue of the origin of Gullah was not researched until the 1970s. This new research is mentioned by Mufwene and Gilman (1987) in an article titled "How African is Gullah, and Why?". The authors address two important questions with regard to Gullah. These are: (1) The question of why pidgins and creoles differ from the languages to which they are lexically related, and (2) The question of why they are similar to each other. Mufwene and Gilman conclude with the statement, "the result in Gullah was the formation of a creole with a unique combination of features selected, partly under the influence of universal principles, from African and English sources" (p.139).

In 1941 Melville Herskovits, in his book The Myth of the

Negro Past, supports Lorenzo Turner's work on Gullah and states that "there is a kinship of various New World Negro dialects with 'pidgin' and in showing certain basic linguistic resemblances between West Africa and the New World" (Johnson, 1980, p. 419). Herskovits rated Gullah as quite African and consequently performed a detailed analysis of possible African parallels in phonology and grammar found in the Gullah dialect.

On the other hand, Guy B. Johnson takes a different position (Baird, 1980; Johnson, 1980). The following is Johnson's criticism of Herskovits and Taylor as quoted by Baird:

Guy Johnson, in short accuses Herskovits and Turner of being overpreoccupied with African linguistic survival in Gullah, and of making slight of the fact, and effects, of Euro-American social dominance in the contact situation. It must be remarked, however, that Johnson's stance is fully consistent with the concept of white-to-black cultural transmission. For example, Johnson constantly refers to "the Gullah Dialect"; and since he dismisses Africanism as quantitatively negligible, Gullah must be, in his estimation a dialect of English, the only other available language resource in the circumstances (p. 427).

Baird commenting on Johnson's criticisms stated in part:

Johnson has failed to see Gullah in the expanded context of an African creole language continuum linking not only the English-based creoles but those related to other European languages... G. B. Johnson, then, did not sufficiently consider factors other than the lexical in his assessments of Gullah. His judgments of the origin, nature, and present status of the Sea Island speech were circumscribed by his Euro-centric predisposition to see Gullah as a dialect of English rather than as a language in its own right. His approach, not surprisingly, led him to overestimate the importance of the indisputable quantitative fact that Gullah has a preponderantly English-based lexicon, and to minimize important qualitative socio-linguistic factors which were involved in the dramatic confrontation and dynamic interaction and linguistic and cultural interface encounter which took place between

African peoples and speakers of the English language (p. 434).

Perhaps Ernest Dunn, in Trabasso and Harrison's (1976) Black English: A Seminar, puts it best when he asserts that American black English may be traced to African structural influence. He supports this theory by stating that in an attempt by slaveowners to suppress slaves, they inadvertently restricted the use of African languages, and therefore minimized the use of communication in the African languages. He illustrates this fact by stating:

In addition to the fear of internal communication was a growing fear that the hard crust of nonhuman emotions, essential to maintain a man as a captive animal, might crack. Recognition of slaves as human beings and all of its implications were antithetical to slavery. The ability to learn the pidgin, but more importantly, to learn the accepted dialect well, would strongly mandate the recognition of the slave as a person, a person much like the slaveowner. After all, the possibility of something less than human possessing the capacity to manipulate the White man's linguistic structures would threaten his cherished beliefs. Thus an inherent paradox of the slavery system was raised. The slave owner became less than human in order to treat his slaves inhumanely. He closed his mind to the possibility that a Black could speak the slaveowner's language, while simultaneously prohibiting this to happen (Dunn, 1976, p. 113).

According to Taylor (1972), in order to have a complete understanding of contemporary black English, one must be knowledgeable as to its development. Black English arose from an attempt to blend two diverse cultures; its origins could be traced back to African Influences. Taylor (1972) affirms that black English was brought to America from Africa, and that the most distinct forms of black English survive in Jamaica, Guyana, and

the coastal areas of South Carolina and Georgia (in the form of Gullah). He states that although there have been educational and economic pressures to change the black dialect, it still exists today.

Dillard (1972) and others (Fasold and Wolfram, 1972; Malstrom, 1969; Taylor, 1972), have regarded black English as a "systematic highly structured linguistic system." Their research has shown that African linguistic structures exist in American black English. Some notable features include zero copulas, the use of negators, the syntactical deviations, the lack of plurals, undifferentiated pronouns, all of which are traceable to the origin of African languages. Dillard (1972) cites examples of black English:

1. Black English reveals syntactical differences:

John run
in black English replaces
John runs

2. In black English we find the use of three negators - don', ain', and dit'n, which may be represented in Standard English don't, ain't, and did not.

He dit'n go yesterday
for
He did not go yesterday

Also Dillard notes the use of a negative form of past tense verbal markers.

...he go yesterday... (Dillard, 1972, pp. 42-44).

Malstrom describes other black speech patterns as follows:

1. The zero copula means omission of black English in certain sentence patterns.

He old
for
He is old

2. The "zero possessives" means the omission of the possessive suffix.

She a teacher		My fahver friend
for	or	for
She is a teacher		My father's friend

3. Undifferentiated pronouns appear when the same forms are used indiscriminately for subject and object.

Him knows we, Him know us	He fahver
for	or for
He knows us	His father

Other examples of black English include phrases such as, "I done go," "He been eat da chicken," "I been knowin' him a long time," "Is you see(n) him?," and a typical black English emphatic statement would be..."I is seen him" or "Yea, you is right" (Dillard, 1972).

Gullah, on the other hand, contains similar syntactical and phonological structures as black English. A difference between the two varieties of speech are usually noticed lexically. Malstrom (1969) arguing that the Gullah dialect is different from both standard and nonstandard English, states: "Nonstandard black English leaves the Gullah syntax intact but grafts the more traditional English markers on to what are essential creole grammatical categories." Malstrom supports her theory by comparing two similar sentences -- one spoken in black English and the other in Gullah. These sentences are as follows:

BLACK ENGLISH - We was eatin' - and' we drinkin', too.
GULLAH - We bin duh nyam - en' we dah drink, too.

Malstrom defines this lexical differentiation as relexification. She explains this term by stating that the sentence "bin duh nyam" is relexified to "was eatin'." Malstrom states:

"...That is to say, not only has the Gullah verb *nyam* been replaced by the English derived *eat*, but also the past marker *bin* has been replaced by *was*, and the pre-verbal *duh* by the verbal suffix *in'*, all of these changes producing the nonstandard *was eatin'*. Relexification explains many of the syntactical relationships between black speech and the underlying creole" (p. 168).

It is nevertheless tempting to speculate that Gullah speakers encounter educational problems. To use standard English effectively and to understand it, the Gullah speaker must first process this spoken language in not one dialect but two (Malstrom, 1969). Therefore, he is translating two similar languages using syntactically different structures, with phonological and apparent lexical variations.

B. The Gullah Dialect as it Relates to Learning

Traditionally in the United States, speech-language and hearing services for children have been offered as a part of the school program. Mandatory federal legislation has created new demands on both regular classroom and special education teachers. Landmark decisions such as Brown vs. Board of Education, and others have set into motion issues affecting rights of individuals, in particular black and minority groups. A major outcome of the Brown decision, according to Neidecker (1980) was a mutual agreement between the states to educate all children regardless of how seriously the handicapping condition.

As a result of this decision it was necessary to re-evaluate the role of the SLP in the school system. For changes in their

professional responsibilities was immediately anticipated.

Ainsworth (1965) examined two possible perceptual roles of the SLP, namely participant and separatist as viewed by other professionals. He describes the roles as follows:

...a separatist role looks upon the speech specialist as an independent professional who is responsible for diagnosing and treating the speech disorders of children in public schools...the responsibilities are fulfilled when he successfully carries out the clinical activities for which he has been trained. (Neidecker, 1980, p. 15).

With respect to the SLPs and the participant role Ainsworth states,

...it views the role of the speech specialist to be that of an independent professional who provides a remedial and therapeutic service to the children in the schools. However, it conceives of additional responsibilities...obligated to make direct contribution to, and thus be an integral part, the on-going educational program. In addition, the speech specialist is obligated to carry out this work in such a way that it will reinforce and, in turn, be reinforced by appropriate educational activities in the total school program.

Such perceptions by SLPs working in the educational system are of utmost importance. Furthermore, since the professional horizon is changing continually, the SLP needs the cooperation of other school personnel even more than before. Currently, the profession wears a "new hat" (this one is not labeled "Speech-Language Clinician") but one which fits differently and which is marked "SLP-Consultant." As professionals they deliver services to regular or special classroom teachers, curriculum specialists, parents and various community organizations, thus providing them with information on communicative skill development, specialized materials and procedures, and other activities organized to help

pupils develop appropriate communicative behaviors in social, educational, and cultural contexts. Moreover, their role as consultants broaden as the issues of our multi-cultural society and educational systems are addressed.

It is well documented that minority lower-class children, particularly black children, have difficulty achieving academically (Labov, 1972; Jones, 1972; Dillard, 1972). Jones (1972) points out that SLPs who service this population need certain skills, notably the ability to distinguish between pathological speech-language disorders and speech-language differences rooted in a cultural background. She goes on to state that "studies of cultural language differences are now available, but the significance of the deviations is still not widely understood. We need to have enough data to avoid labeling children who show cultural divergences as 'speech defective'" (Jones, 1972, p. 25). This misunderstanding is most evident when educators characterize black speech patterns simply as "black English." Research has shown (Taylor, 1972; Wolfram, 1972; Dillard, 1972; Malstrom, 1969) that nonstandard English spoken by blacks from different regional locations take on diverse lexical patterns. Furthermore, Malstrom (1969) showed that the black dialect, specifically Gullah and nonstandard black English, both have systematic phonological and grammatical relationships different from Standard English. It has also been noted that the intonational patterns of these languages are similar. However, they do have significant differences in word meaning. For

instance, Malstrom (1969) give the following example:

There is some evidence that Gullah, or a transition dialect between it and Negro nonstandard English, is still spoken in Charleston, South Carolina. Here is a set of sentences contrasting Standard English, white nonstandard, black nonstandard, and Gullah.

STANDARD ENGLISH - We were eating - and drinking, too.

WHITE NONSTANDARD - We was eatin' - an' drinkin', too.

BLACK NONSTANDARD - We was eatin' - an' we drinkin, too.

GULLAH - We bin duh nyam - en' we duh drink, too.

The four examples pair off syntactically, the white Nonstandard matching Standard English in omitting both the subject pronoun and the auxiliary in the and clause. The black Nonstandard and the Gullah repeat the subject pronoun and omit the auxiliary. The word *nyam*, meaning "to eat," is an instance of the Gullah word entirely different from either Standard or Nonstandard English (Malstrom, 1969, p. 168).

Therefore, if linguistic documentation of nonstandard dialects reveals negative professional worker attitudes toward dialectal speech patterns, particularly black English, then there may be a need to investigate whether or not and to what extent, these attitudes affect learning in public school. This is of particular importance since effective communication is the liaison between education and achievement. Furthermore, if there is a breakdown of communication in the classroom, there would undoubtedly be a significant barrier between the SLP and student as well. These issues need to be addressed but they are beyond the scope of this study.

When examining the effects of Gullah dialect upon learning, it is important to note that some of its structural patterns resemble those patterns of standard English. In some cases both language systems appear similar and appear to sound alike. By

many, that a student speaks primarily Gullah, or any version of inner city or rural black English, is perceived as indicative of a major language problem. However, school personnel should consider two things: namely the similarities in sentence structure of black English and standard English, and secondly, that the student is bombarded with two different dialects -- school talk and home talk (Malstrom, 1969). Consequently, a processing deficit is created, and this in turn prevents the student from communicating effectively by traditional standards. It is then easy to assume that, if black English speakers encounter negative attitudes in the classroom, it would be all the more difficult for the Gullah speaking student to be appreciated and evaluated on aptitude and academic promise. The implications of this reality are far-reaching.

In 1970, Bronstein presented a paper at the annual convention of the Speech Communication Conference entitled "A Sociolinguistic Comment on the Changing Attitudes Toward the Use of Black English and an Experimental Study to Measure Some of Those Attitudes." He reported that a survey was distributed to 64 faculty members of Shaw University, a local university in North Carolina and 200 public school teachers in North Carolina. They were administered the Language Attitude Scale (IAS) developed by the Center for Applied Linguistics. The results showed that university faculty had a more positive attitude toward the use of black English than local public school teachers. Attitudes varied when analyzed by race and educational background. This

study also showed that white faculty members at the university level tended to give lower ratings than white teachers in the public school system. On the other hand, there was no difference between attitudes of black faculty members at the university level and black teachers in the public schools. Both groups gave low ratings. It was concluded that language attitudes varied both racially and on educational levels. Bronstein stated that " a relevant fact of this study is that the teachers at the elementary and secondary levels hold attitudes that can operate to the detriment of the educational development of children" (1970, p.6).

Naremore (1971) conducted a study designed to examine and evaluate teachers' judgments of children's speech. For purposes of her study, teachers were requested to listen to speech samples of four children and to rate them on a semantic differential scale. The most striking finding of this study was that there was a significant correlation between teacher's race and student rating. Furthermore, Naremore found that black teachers chose to ignore the difference between white and black voice patterns. In those cases in which black teachers rated white and black speakers similarly and associated black speakers with middle or high social status, white teachers associated the same black speakers with low social status while the white speakers maintained middle or high social status. Therefore, teacher expectations were undoubtedly influenced by speech patterns representative of the black dialect.

Johnson (1971) conducted a study exploring teacher attitude toward nonstandard dialect and thereby reveals some of the

negative attitudes of teachers. Through Johnson's research, linguists discovered that the negative attitudes of teachers towards the speech of black students, and their ability to develop cognitively, was based erroneously on the assumption that the student's speech was both phonologically and grammatically incorrect, whereas, the speech patterns of black children were simply a result of systematic deviations of "correct" English. Some educators uphold the deficient theory, while others believe in the different philosophy of learning. Quite often if a dialect speaking black child is deficient in learning the teacher with the negative attitude could aggravate the problem by creating an inferior mode of thinking in the student. Johnson, therefore, advances a word of caution when he states, "There is a great need to find out the exact nature of the disadvantaged black sub-culture, instead of comparing it to white middle-class culture to determine how it deviates from middle-class culture" (1971, p. 177).

Woodworth and Salzer (1971) had teachers listen to tape samples of both black and white subjects' speech and identify the samples with respect to clarity, coherence, significance, and critical thinking. The responses of teachers were poorer (more negative) for black subjects than for white subjects.

In another study, Williams, Whitehead and Miller (1972) varied the ethnicity of speakers in order to evaluate teacher expectations. This research involved using a series of videotaped samples of children's speech. Teachers were instructed to

evaluate speech samples along two dimensions: 1) confidence-eagerness and 2) ethnicity-nonstandardness. A significant degree of personal bias was found in teacher evaluation of student speech. The ethnic background of the student was also found to have impacted on teacher evaluations seemed to have an impact on their evaluations. For example, both white and black teachers rated white children as having confidence and eagerness, whereas black teachers tended to rate black and Mexican-American children lesser than their white counterparts. On the other hand, the ratings showed little or no bias with regards to the race of the student. This study tended to support the theory that the race of the teacher does have an effect on his or her attitude toward and concept of the dialect speaking child.

Similar to the earlier study of Bronstein (1970), Blodgett and Cooper (1978) assessed the attitudes of selected elementary school teachers in Tuscaloosa, Alabama toward the black dialect. Blodgett and Cooper distributed a questionnaire to 210 elementary school teachers. The teachers initially responded to a list of six definitions of the black dialect. They were instructed to choose the definition which in their professional opinion best defines black English. Secondly, they answered yes/no questions based on their classroom experiences with the black dialect. Results indicated that 50 percent of the black teachers chose definitions which characterize the black dialect as a complete, but nonstandard language, whereas, 64 percent of the white teachers chose definitions which characterize it as a complete,

but nonstandard language. Similarly in the yes/no category, there were significant differences between the attitudes of black and white teacher attitudes with respect to black dialect. For example, 50 percent of the black teachers indicated that they thought parents should eliminate dialect from their speech, much more than for white teachers. Over half of the black teachers and over 60 percent of the white teachers thought that "special" speech and language help should be provided for dialect-speaking children (Blodgett and Cooper, 1973, p.132). Finally the study revealed that dialect-speaking children are viewed as less intelligent than non-dialect speaking children by over 50 percent of the white teachers and by about 25 percent of the black teachers. The authors went on to state that, "...perhaps the single most important implication of this study is that there is a need for teacher-training programs with respect to black dialect, and special language programs for dialect-speaking children" (Blodgett and Cooper, 1973, p. 133).

Related research (Malstrom, 1966; Smith, 1974; Johnson, 1979; Jones, 1979; and Scales & Brown, 1981) suggest that linguistic problems of blacks have been regarded as a barrier to learning for many years. Within the past two decades, black dialect has been studied extensively; yet the perspective on black English has not changed. Despite the numerous research efforts in this area, the black student who is unable to use acceptable standard English is still considered academically deficient, if not illiterate.

Wofford (1979) states that the nonstandard speech patterns of

black children have affected teachers' attitudes, teacher-pupil relationships, as well as peer relationships for black children in educational programs. Children who speak a nonstandard dialect suffer the consequences of their dialect when teachers' attitudes are negative. He also states that teacher attitudes toward black children is for the most part, negative. He points out that teacher attitudes reflect the "Rosenthal Effect": in which if a teacher expects a child to achieve academically, he would; whereas when a teacher supposes that a child would not achieve academically, he will not. Wofford delves into past literature researching teacher attitudes. He concludes that teacher attitude greatly affect the learning of black children.

Seymour and Seymour (1979) attempted to paint a broad picture of the pedagogical problems of the black child. In their article "Symbolism of Ebonics," (Ebonics is defined as black English) they point out that this educational dilemma is partly due to a lack of psychological and emotional support. In this article, it is suggested that black Americans have conformed in ideals, as well as in attitudes, to the standard American lifestyle. Consequently, there has been a decline of pride in Ebonics. To the authors, this cause for some concern since Ebonics is regarded as the symbol which lends both emotional and psychological support to black people. The problem of Ebonics is addressed from different points of view in their paper. First, they suggest that teachers currently implement teaching strategies in the classroom which do not take the black language into

account. As a result, student-teacher interactions were found to be negative due to the lack of teacher sensitivity to the black English spoken by the students. This negative attitude creates deficit-thinking on the part of black students. Such thinking in turn, leads to faulty diagnoses of the students chiefly because they are unable to attain acceptable scores on tests which measure their intelligence as these tests are written in standard English. Seymour concluded their paper with an appeal to educators to abandon all preconceived notions regarding black dialect. Going one step further, in their article, "Ebonics and Public Law 94-142," Seymour and Seymour (1979) issue an appeal for adherence to the principle of respect for the educational rights of all citizens.

Byrd and Williams (1981) in a study of teacher attitudes toward the black dialect sought to determine the relationship among demographic characteristics of teachers, their definition of black dialect and their attitudes toward its usage in the classroom. The subjects for this study included administrators, counselors, teachers and student teachers servicing children in the public school system. Three hypotheses were posited: 1) Of the differences among individual teachers, including race, sex, position, and years teaching experience, only race makes a significant difference in language attitudes; 2) Language attitudes are significantly related to definitions of black dialect; and 3) Language attitudes differ according to the race of teachers and teachers' definitions of the black dialect. Results

of this study indicated that none of the three hypotheses were rejected. Teacher attitudes toward the use of black dialect in the classroom did not vary according to position, sex or number of years spent teaching. The only demographic variable for which there was a significant difference in attitude scores was the race of the teacher. Black teachers had a more positive attitude toward the use of the black dialect than whites. Results also revealed a statistically significant correlation between the definition of black dialect and teacher attitudes toward the black dialect.

Recent studies concerned with teacher expectations and attitude ratings have revealed negative teacher attitudes towards dialectal speech patterns (Cunningham, 1976; Edwards, 1975; Granger et al., 1977; Johnson, 1982; Pietras and Lamb, 1978). Nevertheless, these authors agree that "there is no justifiable reason why the language of blacks or any other social group should be judged unsuitable to a diversity of social situations ranging from the most casual to the most formal" (Johnson, 1982, p. 49).

Finally, studies conducted by Hoover (1978) and Light (1979) attempted to determine the impact of societal views toward the Negro dialect. Hoover's study reflected community attitudes toward black English. She hypothesized that the main reason why the black vernacular was not accepted was because of the racism inherent in our society; and she concluded that black English is a victim of its own heritage, and that it creates both negative and positive attitudes among black people themselves. Light found

that children learned to differentiate languages of diverse ethnic groups at a young age; and that their most common responses to the dialects were 'pretty,' 'smart,' 'poor,' 'mean,' 'dumb,' 'rich'. She concluded that for the most part children associate nonstandard dialects with negative connotations and standard English with positive connotations.

C. The Consultancy Role of the Speech Language Pathologist

Adler (1988) states in his article entitled "A New Job Description and A New Task for the Public School Clinician: Relating Effectively to the Nonstandard Dialect Speaker" that "... our profession's role is to distinguish between the linguistically deficient and the linguistically different speech-language patterns of school-age children" (p. 28). Also, in order to address the pedagogical problems of the cultural pluralistic society in which we live, the public school clinician should serve in a consultancy role to the teacher. Heron and Harris (1982, p. 1) defines the consultant process as "always including at least three persons--the consultant, the consultee, and the client." These authors also state that the consultation services are provided through an intermediary, the consultee, with the expectation that behavior change will be observed not only with the consultee directly but also with the client (p.1).

Other views of the new emerging role of the SLP can be found in Damico (1987), Gerber (1987), Johnson (1987), Marvin (1987),

and Simon (1987). Johnson (1987, p. 225) states that "current developments in the area of speech-language pathology are moving toward the consultative model." Johnson continues by stating that the ultimate objective of the SLPs is to facilitate development of communication abilities in school, in home environments, and in social situations outside the home and school.

Simon (1987, p. 11) reports two main reasons why SLPs must redefine their educational role:

- 1) to provide the most meaningful service to youngsters, and 2) to document professional competence in providing skill development that is relevant to mainstream school life.

Simon states that the SLP must identify their role as a public relations person. When assuming this role he/she must answer a basic question: "What thinking, listening, speaking, reading and writing skills does a student need to demonstrate his/her intellectual pattern?" Simon addressed the need for a new emerging SLP in response to society's demand to mainstream physically handicapped as well as culturally and socially handicapped individuals.

Damico in 1987 states that there are pedagogical problems throughout the public school system and offers a solution to educators. He presents a consultative model. This model has certain advantages which Damico describes as follows:

First, this model allows for the background and abilities of the SLP to be utilized to a greater extent. Not only can SLPs provide direct therapy to language disordered students, they can also provide input on the academic and social difficulties exhibited by these children and consult on issues and concerns relating to children exhibiting language differences (i.e. students

who may not qualify for special education services). The result is that SLP consultants are able to address more than just language disorders -- they can also address educational and social language concerns not directly linked to special education. Second, the solutions and interventions implemented through collaborative consultation will be more consistent with the current emphasis on naturalistic and meaning-based assessment and intervention strategies when dealing with language issues (Gallagher & Prutting, 1983; Hubbell, 1981; Simon, 1985a; 1985b). Since teachers spend the most time with students, they have the best opportunity for naturalistic interaction and observation in the classroom. Third, such consultation allows the SLP and the teacher to share mutual responsibility for the concerns addressed, resulting in more creative and effective solutions, along with the development of stronger working relationships between the professionals involved (Knight, Meyers, Hasazi, Paolucci-Whitcomb, and Nevin, 1981; Miller & Sabatino, 1978; Sharon, 1980). In a word, the consultative model is 'effective' " (p. 19).

Marvin (1987) suggests that "before a SLP can engage in collaborative consultation with a classroom teacher, he should understand some principles which form a basis for successful consultation. These principles are identified as 1) respect, 2) cooperative ownership of goals, 3) situational leadership, 4) facilitating change with minimal confrontation, 5) feedback and reinforcement, 6) jargon-free communication, 7) active listening, 8) observation and data-based decisions.

Recent studies (Bountress, 1980; Armstrong, 1977) investigated the public school speech clinicians attitudes toward speakers of black English. These studies examined the attitude of the public school speech-language clinician regarding treatment goal-setting for black English speakers, and concluded that there is a need for formal coursework in social dialects. The SLPs surveyed indicated that the knowledge regarding nonstandard

English is learned primarily through professional experience and in-service programs. For this reason a consideration of some type of formal training is imperative in order to serve the culturally pluralistic society in which we live effectively.

D. Summary

American black English may be traced to African structural influence. Although black English has changed over the years, the black dialect is still prevalent today. Dillard (1972) describes black English as "a systematic highly structured linguistic system." It is characterized by zero copulas, use of negators, lack of plurals, and undifferentiated pronouns. Gullah, on the other hand, contains the same phonological and syntactical structures as black English; yet a difference is noticed lexically.

In order to address the issues raised by multi-cultural society in our educational systems, it is imperative that the SLP redefine his role. Jones (1972) points out that speech clinicians servicing multi-cultural populations should have certain skills, most notably of which is the ability to distinguish between speech-language disorders and speech-language differences. It has also been found that nonstandard English spoken by blacks from different regional locations takes on diverse lexical patterns (Malstrom, 1966). This variation is recognized in Gullah and black English. Therefore, if negative professional worker

attitudes toward dialectal speech patterns are revealed, then it seems likely that there are important implications to investigate when servicing this population.

Public school clinicians have the responsibility to create new means of differentiating between speech-language disorders and speech-language differences. SLPs should have the necessary background in cultural language differentiation so that they can assist educators as consultants, thus they would be able to assist school personnel in facilitating effective communication skills for the culturally different child at school, at home, and in other situations outside of home and school.

CHAPTER III

METHODS AND PROCEDURES

This study examined the attitudes of the public school speech-language pathologist (SLP) the public school teacher, (primary through secondary), and other academic school personnel regarding perceived academic potential and treatment goal setting for children who are speakers of the Gullah dialect. This chapter includes the methods used in selecting the sample and collecting and analyzing the data.

A. Selection of Subjects

The Charleston, South Carolina School System was selected for this study since a large number of children who attend these schools speak in the Gullah dialect. Those schools which provide the most representative speakers of the Gullah dialect are located on Johns and James Islands, sea islands near Charleston, South Carolina. For this reason a random sample of SLPs, teachers and allied professionals (APs) were selected from four schools in this district. They were Angel Oak Elementary School, Sanders-Clyde Elementary School, James Island Middle School, and St. John's High School. These schools with the exception of Sanders-Clyde Elementary School cover a radius of approximately 200 miles or more of the islands. These schools were representative of the

grade levels kindergarten through twelve. Of these schools, Sanders-Clyde Elementary is located in the city of Charleston while the other three were from rural areas. This choice enables the comparison of city and rural schools.

The sample consisted of 10 SLPs, 53 teachers, 20 APs out of a total of 13 SLPs, 115 teachers, and 26 APs. Permission to administer the test instruments to teachers was obtained from Charleston County School Superintendent, Dr. Robert E. Burke, and Deputy Superintendent, Barbara Dilligard.

In an effort to develop a valid rating scale, the forced-choice rating technique was used. This technique involves deleting the neutral column of a Likert scale, thereby, ensuring the experimenter of "concrete" SLP and teacher responses. The advantages of employing such a technique include the fact that:

- 1) it minimizes the subjective element in evaluation;
- 2) it is less subject to status or rank of the individual being scored; and
- 3) it produces ratings which are more valid indices of real worth (Pringle, 1976, p.38).

By utilizing this technique, it is expected to increase internal validity of measurements of variations between expressed attitudes and those covertly held.

B. Language Attitude Scale

A modified Form A and Form B of the Language Attitude Scale (IAS) developed by the Project BALA (Basis for Applying Linguistics and Anthropology) staff at the Center for Applied

linguistics was used to measure the attitudes of teachers and APs. A two-part questionnaire including the IAS and a modified attitude scale used by Bountress (1980) was used to measure the attitudes of public school SLPs.

The IAS has been modified by changing the terms "black dialect" and/or "black English" to "Gullah dialect" in the questionnaire items wherever appropriate. The present scale was additionally revised by deleting the neutral column of the Likert scale. The IAS utilized by Taylor and Hayes is a Likert-type scale. This scale is designed to allow judges to rate statements on a 5-point scale (strongly agree, mildly agree, undecided/neutral, strongly disagree, mildly disagree). Thus, in the proposed study the respondents used the following scale:

- a) strongly agree, b) mildly agree, c) strongly disagree, and
- d) mildly disagree. (See Appendix B.)

The Bountress scale utilized for measuring the attitudes of SLPs has been modified as follows: 1) the term "black English" or "black dialect" was changed to "Gullah dialect"; 2) the Likert scale was changed to a 4 point scale as previously stated; and 3) an additional five statements were created by the experimenter. (See Appendix C.)

The purpose of the modified IAS and the modified Bountress scale was to ascertain SLPs' and teachers' attitudes (negative and/or positive) toward the Gullah dialect. Questions covered four content categories: a) structure of the Gullah dialect; b) consequences of using and accepting the Gullah dialect;

- c) cognitive and intellectual abilities of Gullah speakers and
- d) philosophies concerning the use and acceptance of the Gullah dialect.

1. Reliability of the Responses. In order to determine internal consistency of responses, a split half reliability analysis was performed on both scales. This method requires only one administration of a testing instrument; it eliminates certain sources of errors in measurement, such as differences in testing conditions, which can occur in establishing test-retest reliability. The procedure for determining split-half reliability involves administering the total testing instrument to a group. Each subject is randomly assigned to one of two subgroups, and both sets of scores are correlated using the Spearman-Brown correlation as a measure of reliability. A large positive value would indicate good reliability.

2. Procedures for Administering the Questionnaire. The Ombudsman for the Charleston County School District, Mr. David Floyd, agreed to supervise the distribution and collection of the questionnaires to approximately 115 faculty members. A modified IAS was distributed to each subject (teachers and other professional workers) for their opinion on twenty statements (see Appendix B). SLPs were asked to respond to an additional ten statements specifically designed to measure their professional

worker attitudes (see Appendix C). The statements were distributed across Taylor's four content categories (see Appendix D). These scales involve self- evaluations in four intervals:

- a) strongly agree, b) mildly agree, c) mildly disagree,
- d) strongly disagree (see Appendix B).

C. Analysis of Data

The responses to the modified IAS and the modified Bountress questionnaire were analyzed descriptively by groups (SLPs, teachers, and APs). To do this, the percentage of positive attitudinal responses in each of the four categories (strongly agree, mildly agree, mildly disagree, and strongly disagree) was computed for each of the groups indicated above.

CHAPTER IV

RESULTS

This study evaluated the attitudes of speech-language pathologists (SLPs), teachers and allied professionals (APs) toward the use of the Gullah dialect by means of a forced-choice type modified Language Attitude Scale (LAS) and a modified Bountress scale. A series of 20 questions were used to survey the attitudes of SLPs, teachers, and APs on the LAS while ten questions were used to survey SLPs attitudes on the modified Bountress scale.

The questionnaires used in the survey were formulated to measure the attitudes of these professionals toward four aspects of Gullah in today's school environment. These are 1) the structure and inherent usefulness of the Gullah dialect; 2) consequences of using and accepting the Gullah dialect in the educational setting; 3) philosophies concerning the use and acceptance of the Gullah dialect and 4) cognitive and intellectual abilities of speakers of the Gullah dialect; and these are called Taylor's Content Categories (1973).

At the same time certain demographic information was obtained for each respondent surveyed. These include the respondent's professional training, race, gender, years of professional working experience, level of education, black/non-black student ratio in the school district to which he or she was attached, and school setting (rural or urban) in which respondent worked. A total of 115 questionnaires were distributed to SLPs, teachers, and APs* of

which 83 were returned; representing a 72 percent response rate. This response rate is considered acceptable when compared to similar surveys of this nature (Bountress, 1980; Strong and Norwood, 1986).

A. Reliability

One of the main concerns with surveys of this nature is that of the reliability of the measuring instruments. This is important if any significance is to be attached to the findings. In keeping with this, prior to analyzing the data collected, tests of reliability were performed using the Spearman-Brown split-half correlation method on the Statistical Analysis System computer package. The following criteria was used to determine the level of reliability:

<u>Sample Correlation Coefficient</u>	<u>Type of Reliability</u>
<0.7	Poor
0.7 - 0.85	Fair to Moderate
>0.85	Good to Excellent

* One of the APs was excluded from the study, leaving a total of 20, because she was the only non-white or black in the sample. Specifically, she was Filipino.

The test yielded the following results: For both the local and rural schools, the coefficient was 0.86 suggesting good reliability. For SLP ratings on both the modified IAS and modified Bountress scales, the correlation coefficient suggested fair to moderate reliability. In both cases the value of the coefficient was 0.75.

Nevertheless, due to the small sample size, the reliability may still be in question in spite of the results of the test. This is suggested by the fact that the proportion of positive and negative responses were not equal for both halves.

B. Findings

A positive response is defined as one which is in agreement with questions that were predetermined as being positive (Appendix D). Table 3.1 gives the percentage of positive responses by demographic groups. This table is based on responses measured on the IAS. Results were also obtained for SLPs on the Bountress scale. These will be discussed at the end of the chapter. These results may also be summarized as follows:

1. Professional Training. When professional training is considered, SLPs and APs appear to have similar attitudes towards the Gullah dialect with 52.7 and 53.9 percent, respectively expressing positive attitudes. This is in

TABLE 3.1 PERCENTAGE OF RESPONSES BY DEMOGRAPHIC GROUPS

<u>GROUP</u>	<u>N</u>	<u>Percent Positive Response</u>
<u>Professional Training</u>		
SLPs	10	52.70
Teachers	53	46.00
APs	20	53.90
<u>Race</u>		
Black	37	52.45
White	46	51.35
<u>Gender</u>		
Male	16	38.17
Female	67	52.36
<u>*Years of Experience</u>		
1-4	21	46.67
5-9	12	43.81
10 and above	48	51.04
*Two non-respondents		
<u>**Level of Education</u>		
Bachelor (IAS)	27	44.90
Masters (IAS)	38	46.65
Masters+ (IAS)	17	56.06
**One non-respondent		
<u>Relative Number of Black Students</u>		
High Concentration of Blacks	63	45.47
Low Concentration of Blacks	20	48.15

TABLE 3.1 CONTINUED

<u>GROUP</u>	<u>N</u>	<u>Percent Positive Response</u>
<u>School Setting</u>		
Local	20	42.49
Rural	63	46.33
<u>Taylor's Categories</u>		
1	83	47.71
2	83	52.02
3	83	46.20
4	83	47.67

comparison to a low 46 percent for teachers. These differences are also illustrated in Figure 1.

2. Race. This study suggests that there may be no difference between the attitudes of black and white professionals towards the Gullah dialect. As a whole, however, both groups express very little enthusiasm for and support for continued use of the Gullah dialect in the classroom setting (52.45 and 51.35 percent, respectively). See Figure 2 for graphical illustration.
3. Gender. The study further suggests that males generally feel less positive towards Gullah than females; although this may be a bit difficult to explain. However it should be noted that the ratio of males to females in the study was 16 to 67. The respective percentages were 38.17 and 52.36. See Figure 3.
4. Years of Experience. The study suggests that differences between attitude is somewhat correlated with years of experience. For instance, a greater number of respondents with 10 years and above experience expressed positive attitudes (51.04 percent) than those professionals with lesser years of experience. Similarly, those with 5-9 years of experience would be expected to be more positive in their outlook than those of fewer years. In this study the reverse seemed to be the case with 46.67 and 43.81 percent, respectively. Overall, these responses show that professional workers with greater

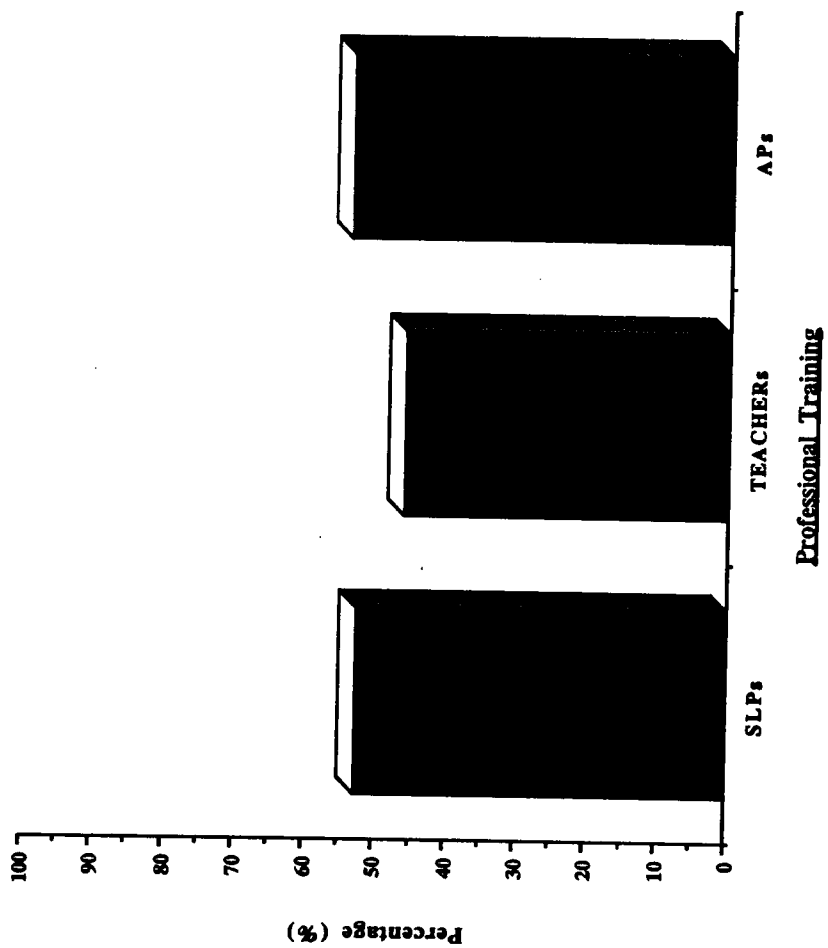


Figure 1. Percent Positive Responses by Professional Training (Modified Language Attitude Scale)

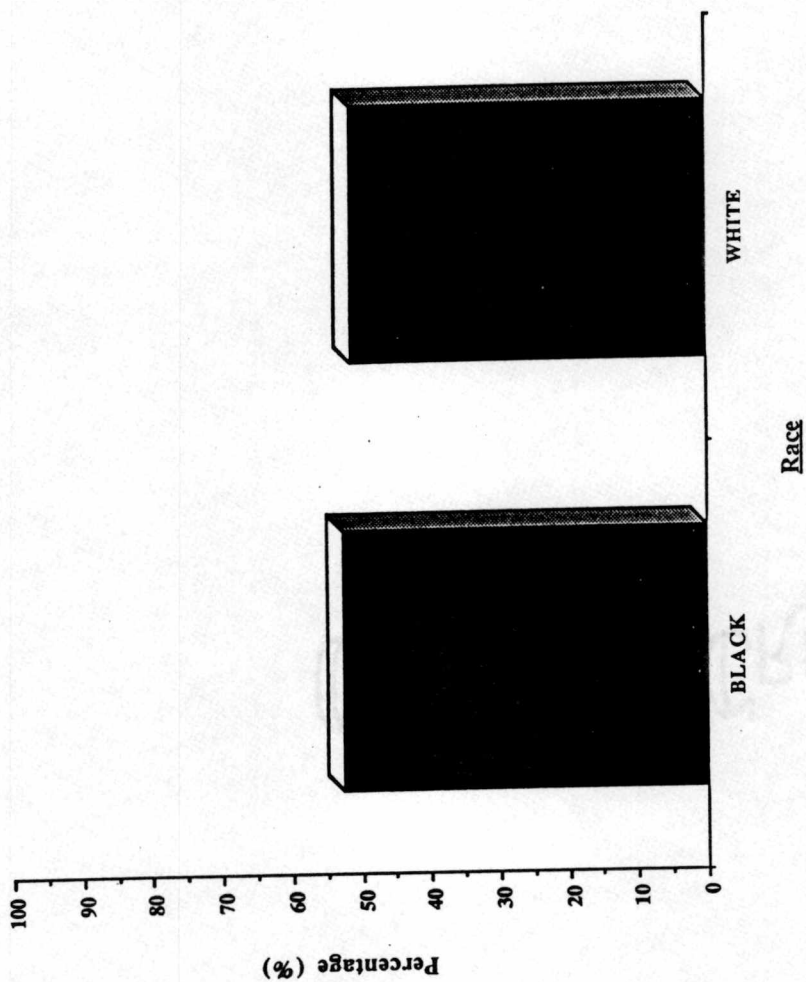


Figure 2. Percent Positive Responses by Race (Modified Language Attitude Scale)

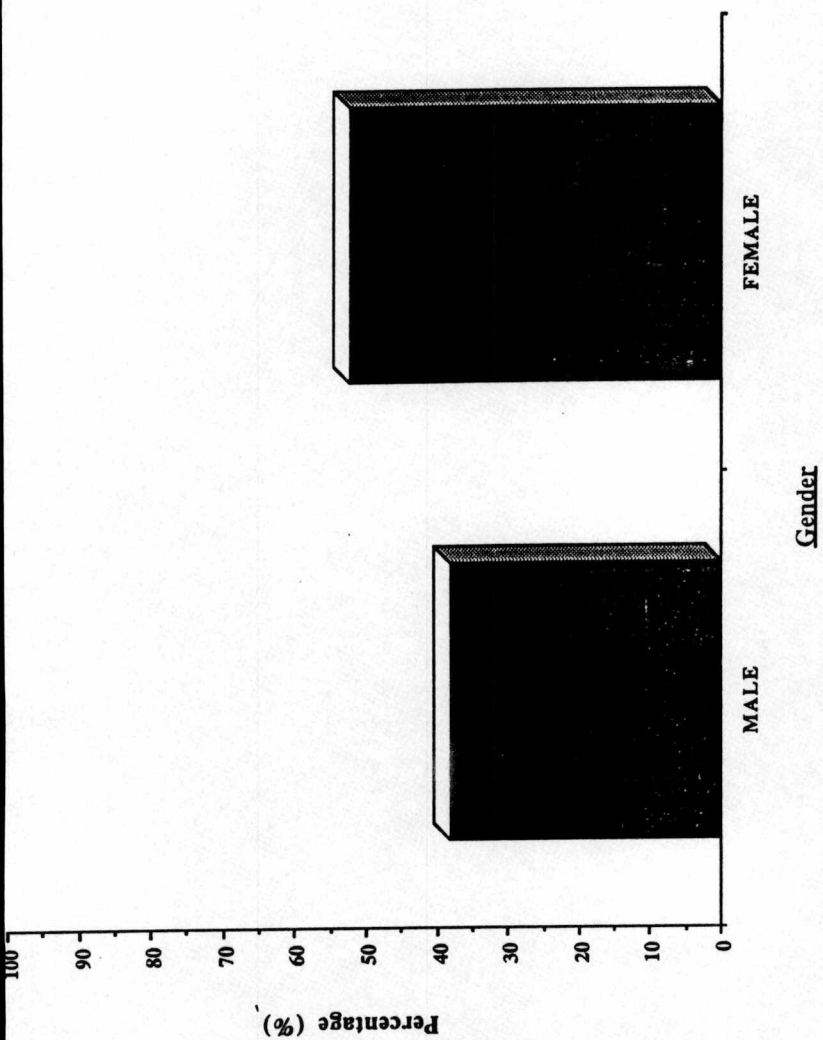


Figure 3. Percent Positive Responses by Gender (Modified Language Attitude Scale)

years of experience tended to respond more favorably than professionals with lesser clinical and teaching experience See Figure 4.

5. Level of Education. There also appears to be a desirable correlation between positive attitudes towards Gullah and level of education. This is illustrated by the fact that the percent of positive responses increased from 44.9 for respondents with Bachelor's degrees to 46.65 and 51.04 for respondents who have Masters degree and those with still higher degrees. See Figure 5.
6. Student Ratio. When comparing responses with respect to black/non-black student ratio in the district to which professional is attached, the respondents did not differ significantly in their attitude. This suggests that the attitudes of professionals is not clouded by the fact that they work in areas with either a high or low black/non-black student ratio. The response percentage are 45.47 and 48.15, respectively. See Figure 6.
7. School Setting. Neither does it appear that the school setting (local vs. rural) matters with regards to positive attitudes towards the Gullah dialect. In this study, 42.4 and 46.3 percent, respectively expressed positive attitudes. See Figure 7.
8. Taylors Content Categories. Analysis of responses according to Taylors Content Categories show that there are minor differences within responses. Less than half of the

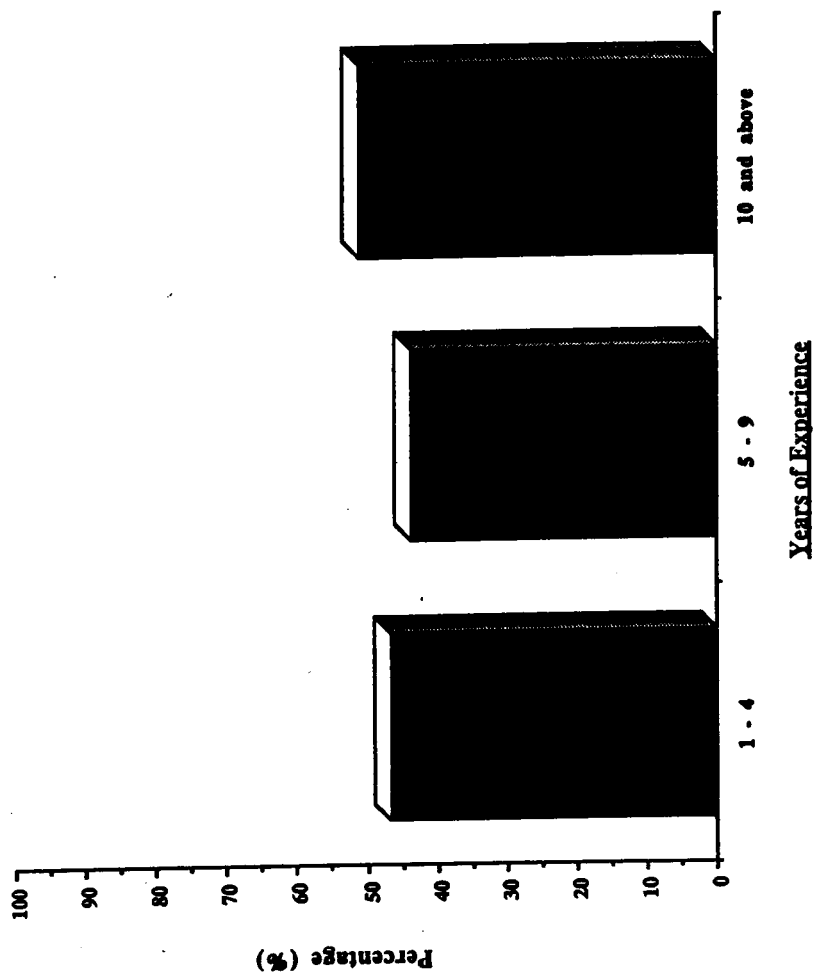


Figure 4. Percent Positive Responses by Years of Experience (Modified Language Attitude Scale)

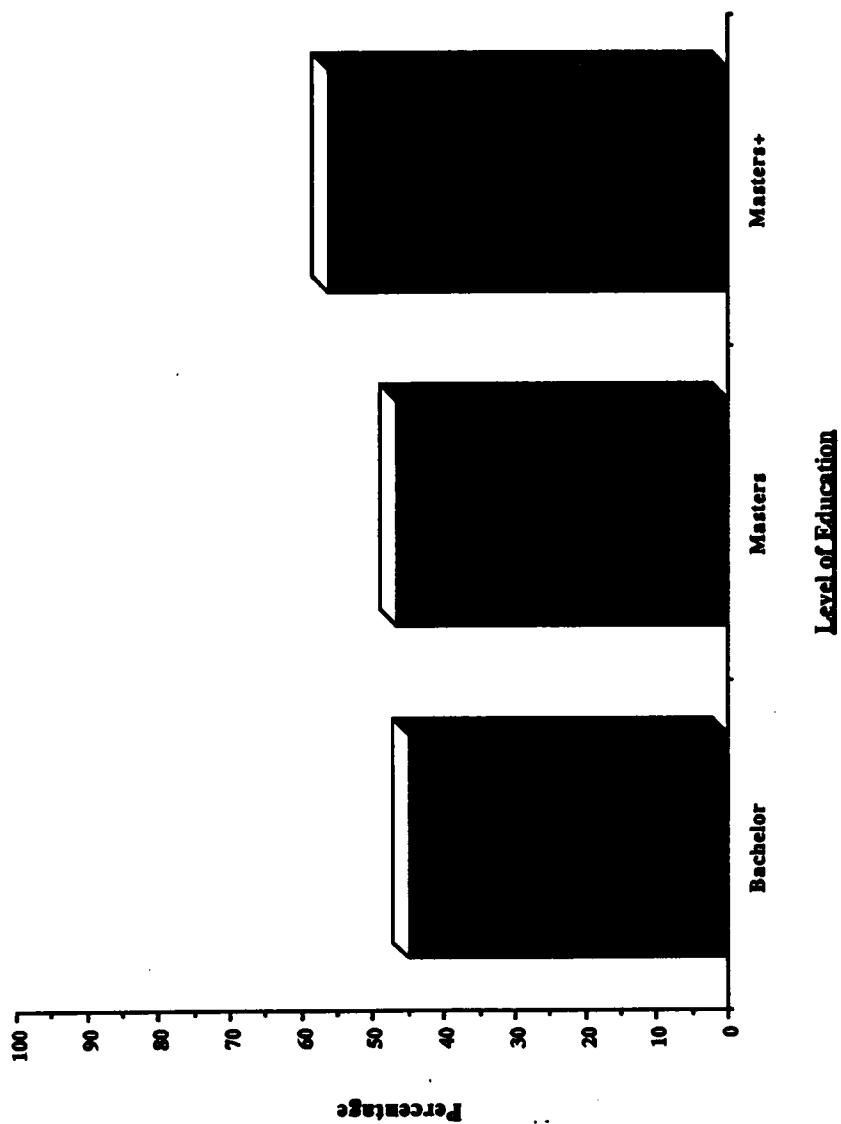
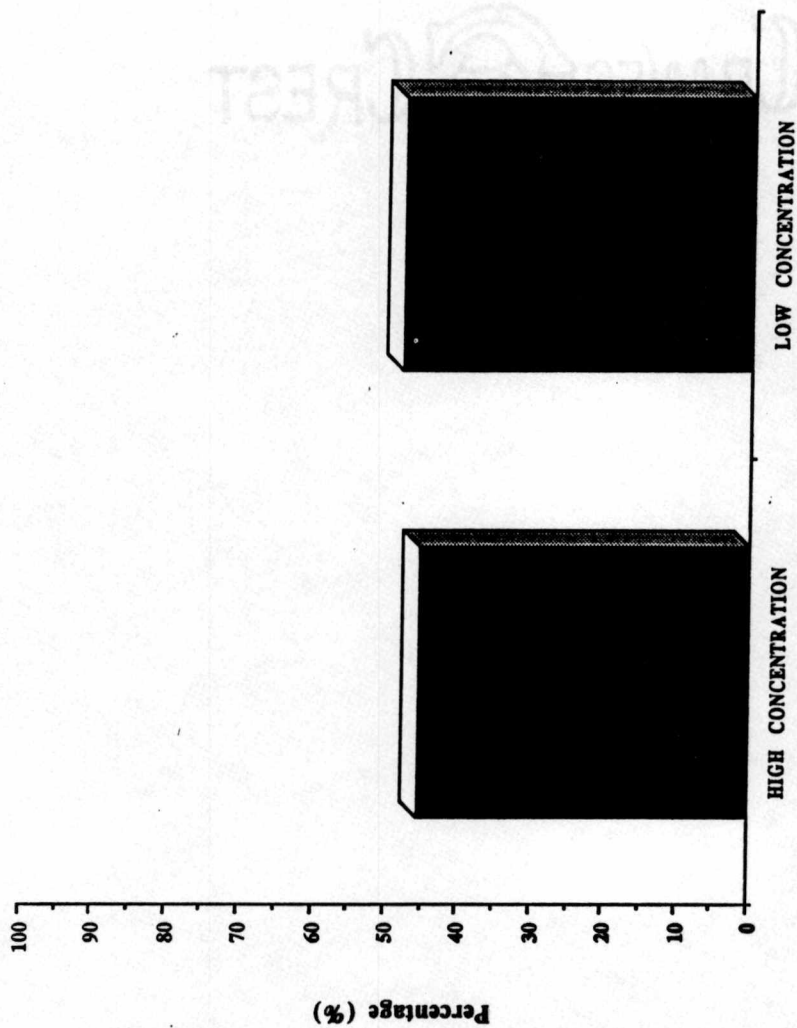


Figure 5. Percent Positive Responses by Level of Education (Modified Language Attitude Scale)



Relative Number of Black Students

Figure 6. Percent Positive Responses by Relative Number of Black Students in School District (Modified Language Attitude Scale)

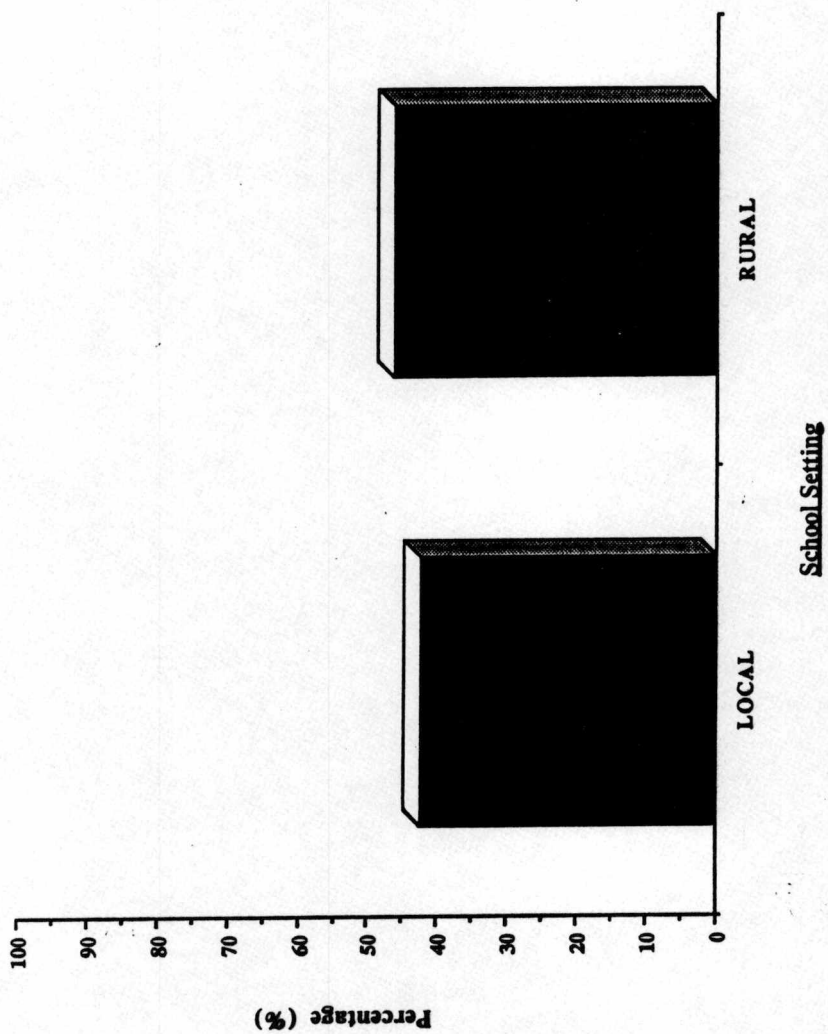


Figure 7. Percent Positive Responses by School Setting (Modified Language Attitude Scale)

professionals responded positively to Category 1 which is concerned with the logical structure and inherent usefulness of Gullah. A little more than half of the respondents agreed that the use of Gullah was acceptable in an educational setting. According to Category 3 which addressed philosophies concerning the use and acceptance of the Gullah dialect, less than half of the respondents held positive attitudes. Based on Category 4, cognitive and intellectual abilities of speakers with the Gullah dialect, again less than half of the professional workers responded positively. See Figure 8.

9. SLPs - Modified Bountress Scale. When examining the attitudes of SLPs (Modified Bountress Scale) by level of education, more than half of the Bachelor respondents (60.41) showed positive attitudes toward the Gullah dialect.

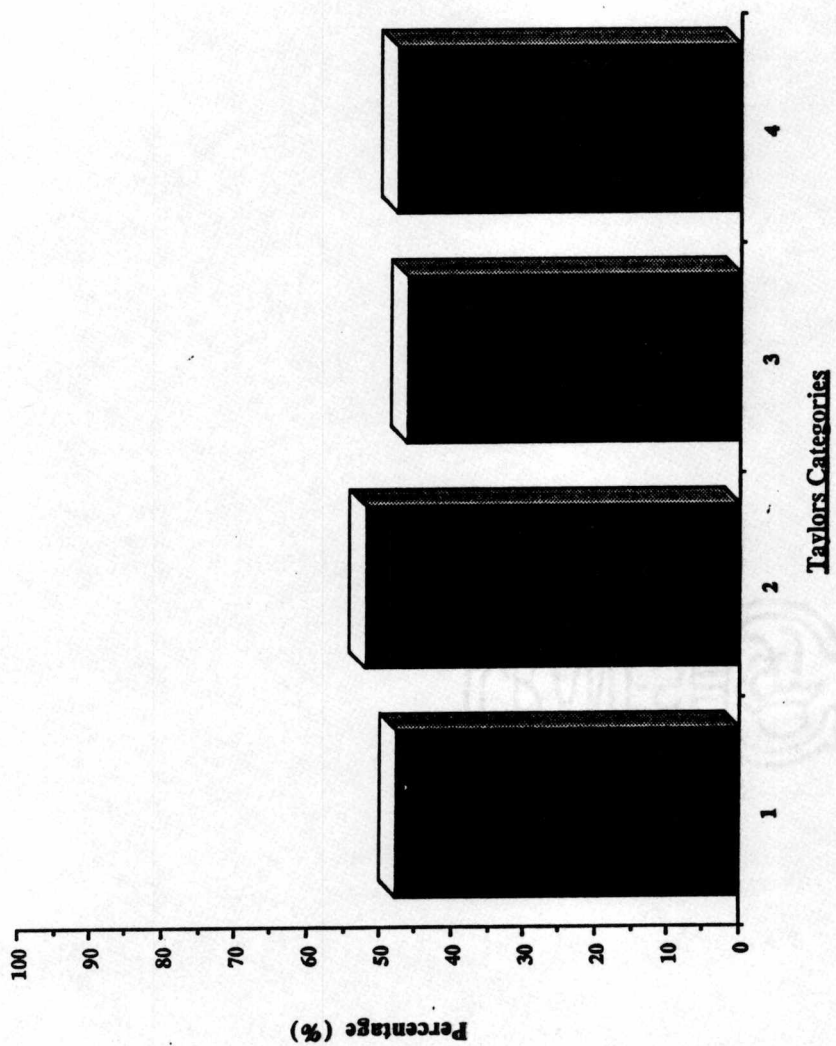


Figure 8. Percent Positive Responses within Taylor's Categories (Modified Language Attitude Scale)

CHAPTER V

DISCUSSION

A. Speech-Language Pathologists Ratings on the Bountress Scale

Bountress in 1979 studied the attitudes of SLPs toward speakers of black English. He used a sample of clinicians of which only one-third had coursework in cultural dialects while pursuing a degree in fields of speech-language pathology or audiology. Among his main findings were: 1) Ninety-seven percent of the clinicians in his study agreed that black English speakers should learn standard English while they continue to retain their nonstandard dialect, and 2) that the majority of the clinicians also felt there was a need for formal coursework in social dialects at the Bachelor's level. The present findings appear to be in general agreement with those of Bountress and later researchers.

In this study, half of the SLPs who held Bachelor or higher than a Masters degree agreed that the Gullah dialect has appropriate grammatical structures as well as phonological features. Respondents with a Bachelors degree only and a large majority of those with Masters degrees (83 percent) stated that it is inappropriate to eradicate the different language patterns identifiable as nonstandard English (Appendix G-2). However, only half of the subjects with higher than a Masters degree held the same opinion. This seems to suggest that the majority of respondents were not consistent in their attitudes toward the

Gullah dialect. The fact that most of the respondents do not agree that the dialect should be eradicated while at the same time barely half of them believe that it has appropriate grammatical and phonological structures seems to suggest apparent inconsistency in attitudes toward the dialect.

SLPs tended to differ among themselves regarding the continued use of Gullah. On the one hand, the majority of them agreed that educators should not supplant Gullah with standard English while at the same time a majority did not think that it should be accepted as an appropriate dialect. Also, the majority of SLPs with Bachelor degrees expressed a need for additional coursework in social dialects, whereas those with Masters degrees and higher saw no need for such information. The majority of SLPs with higher than a Masters degree indicated that current testing tools such as the PPVT, Templin-Darley and TOLD are inappropriate for evaluating a Gullah speaking student.

These findings seem to suggest that SLPs who have only a Bachelors degree are more likely to be favorable towards the Gullah dialect than their counterparts who have higher degrees. These results apply to measurement on both the IAS and Bountress scales. A possible explanation may consider the fact that SLPs with a Bachelors degree only are more tolerant towards the Gullah dialect either because 1) they have the greater amount of hours of contact with Gullah speaking students or 2) they may be recently exposed to the language and prefer to reserve their criticism and remain apprehensive about passing judgement or 3) they are recent

graduates who have been exposed to some coursework concerning cultural language differences.

B. Professional Training

The results of this study also suggest that there may be some differences between the attitudes of SLPs, teachers and APs towards Gullah when these attitudes are measured on the modified IAS. These findings are in agreement with a number of previous research which found that teachers held negative attitudes toward black English and black English speakers (Cunningham, 1976; Edwards, 1975; Johnson, 1982; Pietras and Lamb, 1978; Woodworth and Salzer, 1971).

Strong and Norwood surveyed seven public school speech-language pathologists with the Taylor and Hayes (1973) IAS. Results from their study indicated that there were no significant differences in SLP ratings. More specifically, they found that the SLPs possessed negative attitudes toward black English. The present study indicated different attitudes, both positive and negative, to the Gullah dialect.

C. Responses Based on Race

Although this hypothesis was not tested formally using statistical methods, the results seem to contradict those of other studies which suggested that there is a significant relationship

between race and attitudes toward dialects, specifically black English. According to Naremore (1971), Williams and Shamo (1971) and Smith (1974), there was an influence of race on attitude ratings toward black speaking students. These studies have shown that white teachers tended to rate standard speaking children more positively than black speaking children while black teachers seemed to be more sensitive to the details of the speech of both black and white children. This may suggest that the majority of white teachers seem not to be familiar with the black dialect, whereas most black teachers were familiar with both the black dialect and standard English. These findings also suggest that black teachers tend to be more tolerant of black speech patterns.

On the other hand, the results of this study agree with the findings of Williams, Whitehead and Miller (1972). These authors contend that the race of a teacher may have an effect on his or her attitude toward the dialect speaking student. Williams and others (1972) found that a high percentage of blacks had negative attitudes towards students who speak a black dialect in the classroom setting. This suggests that black professionals were as equally negative toward the dialect speaking students as their white counterparts. This hypothesis seems to be supported by the present study.

D. Gender

The outcome of this present investigation does not seem to support the research findings of Pietras and Lamb (1978), Pringle (1980) and Byrd and Williams (1981). Their studies have suggested that there is no correlation between attitude toward certain dialects, specifically black English, and gender. However, with respect to the Gullah dialect, the present study seems to suggest the opposite. Specifically, it would appear that males tend to respond more negatively to the dialect than females. It is hard to offer a reasonable explanation for the possible existence of a correlation between gender and attitude in the present setting.

E. Years of Experience

With respect to years of experience and attitudes toward the Gullah dialect, there seems to be a positive correlation between years of experience and attitude toward Gullah. It was found that professionals with more years of experience rated the IAS more positively. These results differ from those reported in the literature. For example, Taylor (1973) found that teachers with the least amount of experience showed the most positive attitudes toward speakers of the black dialect; whereas, Pietras and Lamb (1978) found no significant relationship between years of experience and attitudes. One plausible explanation for the results of the present study may be is that with time today's

teachers, and APs have become tolerant of the dialect and do not regard this as a hindrance to the students' academic progress. For example, a teacher with 10 years or more experience may be more familiar with a student's dialect and is unlikely to judge his or her academic potential based on his/her dialect. On the other hand, a professional with less experience is more than likely to do the opposite.

F. Level of Education

For measurements on the modified IAS, respondents with higher than a Masters degree seemed to have a slightly more positive attitude than those with lesser academic qualifications. These findings are consistent with studies by Pringle (1980) and Pietras and Lamb (1978). This may suggest that the key to improving attitude ratings is not advanced degrees but inservice training programs relevant to the dialect and the culture which it reflects.

G. Student Ratio

When considering black/non-black student ratio, less than half of the respondents held positive attitudes. These findings suggest that professionals working with either a high or low concentration of Gullah speaking students have similar attitudes. One would expect that those professionals who provide service to a

high percentage of Gullah speaking students would be more tolerant. However, there was an unexpected slight difference between ratings of both professional groups. This could be attributed to sampling error or in fact, perhaps, professionals who interact with a low percentage of Gullah speaking students were more tolerant towards the dialect. One plausible explanation is that the Gullah speaking students who attend these schools change their dialect to adapt socially and educationally. Therefore, educators would not perceive their Gullah speaking students in a negative manner since their students use standard English in the classroom.

H. School Setting

Attitude ratings were compared between schools located on Johns and James Island, and a local inner city school. One difference was found between personnel employed with the local school as opposed to those employed with rural schools. One explanation for these slight differences might be that the professional workers who interact with the children attending these schools are more tolerant towards the dialect because there is a higher percentage of Gullah speaking students attending the schools.

A possible parallel result was reported by Byrd and Williams (1981); who found that there were no significant differences in teacher attitude when based on geographic location. Furthermore,

they found that demographic characteristics such as gender, race, years of teaching, and educational preparation had no effects on teacher attitudes toward the black dialect and its usage in the classroom.

I. Taylor's Categories

The current study reveals that the percent of positive responses to categories across professional groups were similar. A slight majority of respondents regarded the use of Gullah as not detrimental to student advancement. These findings do not agree with Taylor's study in 1973. His findings showed an overall trend of positive to neutral attitudes among all teachers. One of the major assumptions of the present study is that most of the professional workers have negative attitudes toward the Gullah dialect. More specifically, the subjects in the study do not believe that Gullah has logical structures and usefulness, and that the use of Gullah in the classroom is inappropriate.

With respect to the Taylor content categories, more than half of the SLPs responded positively to the structure and usefulness of Gullah. When comparing responses to teachers and allied professionals, respectively, SLPs responses indicated a more positive attitude than the other professional workers. One possible explanation for these differences may be that SLPs, unlike the APs whose specialties are not speech related, are trained to listen to different language patterns, therefore, they

may be more tolerant to language differences.

Concerning their views as to the consequences of using Gullah in an educational setting, more than half of the APs agreed that it would not impede learning. Whereas, the majority of SLPs and teachers held the opposite view. This is a strange paradox on the part of the SLPs since the majority agree that Gullah has logical structure and usefulness. Perhaps, they may be suggesting that it be used anywhere but in the classroom. The question is how else could it be preserved.

Less than half of the respondents agreed that the use of Gullah is not a sign of low self-esteem, and neither should its use be actively discouraged. This may suggest that a measure of stereotyping still exists among the professionals as documented in studies.

These results substantiate the findings of Blodgett and Cooper (1970), who found that the attitudes of selected elementary school teachers were negative toward the black dialect. Teachers' attitudes revealed that dialects should be eliminated. Moreover, the teachers viewed dialect speaking children as less intelligent. Blodgett and Cooper hypothesized that because of such attitudes there is a need to implement teacher-training programs relevant attitude alterations.

DiGiulio (1973) measured teacher attitudes toward black English with an instrument called Teacher Attitude Scale (TAS). The TAS examined attitudes according to content categories similar to the IAS. The results of his study indicated that teachers

believed that the use of black English in the classroom should not be encouraged. The teachers also believed that they should not be required to take in-service training in black English. An apparent anti-black English feeling was observed among teacher subjects throughout the study. Results of the current study, specifically teacher attitudes, were strongly supportive of this hypothesis. In 1973, teachers held negative attitudes toward the black dialect and the same hold true in 1989 when examining professional worker attitudes toward the Gullah dialect, a language spoken primarily by blacks.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study dealt with the attitudes of school personnel in Charleston, South Carolina toward student use of the Gullah dialect. One-hundred and fifteen questionnaires were distributed to speech-language pathologists (SLPs), teachers and allied professionals (APs) who served in the school system located on James and Johns Island. A total of 83 questionnaires were returned.

The results of this study seem to suggest that there were differences between the attitudes of SLPs, teachers and APs towards the use of Gullah in schools and its usefulness in general. For purposes of this study, APs were defined as teachers working in specialty areas (ie. media specialist, special education, instrumental music, art, Chapter I, etc.). A descriptive analysis of data was undertaken using a percent of positive responses as a measure of favorable attitude.

The following results seem to suggest themselves from a descriptive analysis of the data collected:

1. There seems to be no difference among SLPs in their attitude ratings on the modified Bountress scale to Gullah speaking children.
2. More than half of the SLPs and allied professionals

responded favorably to the Gullah dialect as compared to teacher respondents on the modified IAS.

3. The overall mean percentage of positive responses on the attitude questionnaire was similar for both black and white respondents.
4. Females tended to respond more positively toward the Gullah dialect than males across the groups.
5. According to responses on the modified IAS, the greater the years of experience the more likely the response was positive toward the Gullah dialect.
6. When considering level of education, attitudes for Masters plus respondents were slightly higher (ie. more positive) than other groups over all levels of education.
7. Less than half of the professionals at either a local school or a rural school responded favorably toward the Gullah dialect.
8. There was no difference on the modified IAS in attitude ratings of the professionals at schools with a high or low concentration of Gullah speaking students.
9. When examining attitudes within Taylor's Categories on the modified IAS across professional workers, they generally held negative attitudes.

A. Clinical-Educational Implications

Results of this study seem to suggest the attitudes of professional workers continue to be negative. A recent article entitled, "Wade in the Water, Children" (Hitt, 1989) depicts current attitudes toward the Gullah dialect. Hitt describes the events of a third annual Gullah festival in Beaufort, South Carolina. As he discusses the festival he states, "Gullah deserves to die". He goes on to say "I have always despised festivals, believing that if you have to cajole everyone into celebrating something, then there's no life left in it. Any festival in my mind, is the first stop en route to the museum" (Hitt, 1989, p. 50). Such comments as the above suggest that attitudes have not changed much, if any, over the years. The present study seems to suggest that attitudes of professional workers towards use of Gullah by students are generally negative; that the respondents perceive students who speak in the Gullah dialect to have learning deficiencies because of their language.

One encouraging fact is that SLPs displayed a more positive attitude than any other groups studied. This may suggest that SLPs are more adequately prepared than any other single group of professionals to consult with teachers and other professional workers with regards to the preservation of the dialect in everyday contexts while encouraging "Standard English" usage in the classroom through a bidialectal teaching strategy (For example, the "Let's Talk" bidialectal program sponsored in the

B. Clinical-Educational Suggestions

The following suggestions seem to arrive naturally from this study:

1. There is a need to develop informative, educational programs for both the SLP and the educator. These programs should emphasize dialects and dialectal usage in the classroom. Follow-up seminars should be pre-planned in order to assist educators effectively.
2. It is vital that colleges and universities offer more coursework relevant to cultural-differences.
3. SLPs might adopt the Ann Arbor (1979) instructional objectives when involved with consulting teachers on cultural differences. They are as follows:
 - a. Recognize generally the basic features of a language system as they apply to dialect differences.
 - b. Be able to describe in general the concept of a dialect and dialect differences within the English language.
 - c. Be sensitive to the value judgments about dialect differences that people often make and communicate to others.
 - d. Be able to describe the basic linguistic features of black English as it contrasts with standard English.
 - e. Show appreciation for the history and background of black English.
 - f. Recognize readily children and adults speaking the

black English dialect.

- g. Be able to identify, without prompting, the specific linguistic features by which they recognized a speaker of black English dialect.
- h. Be able to discuss knowledgeably the important linguistic issues in code-switching between black English and standard written English.
- i. Be able to identify possible instructional strategies that can be used to aid children in code-switching between black English and standard English.
- j. Use miscue analysis strategies to distinguish between a dialect shift and a decoding mistake when analyzing an oral reading sample.
- k. Be able to describe a variety of language experience activities that can be used to complement the linguistic basal reader program (p. 18)

B. Limitations of Study

One should be cautious in generalizing the findings of this study to other populations due to the lack of statistical verification of findings. Furthermore, the fact that some questions were compound, thereby asking two questions that could have two different responses may have inadvertently affected the results of this study. An additional limitation in this study could be the small sizes of SLPs and APs used to investigate the attitude differences.

C. Suggestions for Future Research

From the results of this study, further research is needed to provide more data on the effects of negative attitudes toward Gullah speaking children. Specifically, the following areas of investigation are indicated:

1. Future research is needed to examine the differences in SLPs' ratings, teachers' ratings, and APs' ratings to determine if demographic variables such sex, race and years of teaching will have as found in this study the same implications when the data are statistically treated.
2. Further research is needed to determine if SLPs, teachers and APs seem to develop tolerance toward the Gullah dialect.
3. Since results of the present study indicate that SLPs, teachers, and APs differ in attitude ratings toward the Gullah dialect, a study similar to the present one is needed to determine in which ways they vary and to what extent do they vary.

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APPENDICES

Appendix A
DATA SHEET

NAME OF SCHOOL _____

AREA OF SPECIALTY _____

PLEASE CHECK THE APPROPRIATE LINE

SEX

Male _____

Female _____

SCHOOL SETTING

High concentration of blacks _____
(more than 50%)

Low concentration of blacks _____
(less than 50%)

ETHNIC BACKGROUND

Black _____

Caucasian _____

Hispanic _____

Asian _____

PRESENT ACADEMIC POSITION

Elementary _____

Junior High _____

High School _____

SPECIALTY (e.g. English teacher):

Resource _____

SLP _____

Other (specify) _____

YEARS EXPERIENCE

1-4 years _____

5-9 years _____

10 years and above _____

WHERE PROFESSIONALLY PREPARED

Bachelor's Degree _____

Master's Degree _____

Doctorate Degree _____

YEARS OF RESIDENCY ON
JOHNS ISLAND

1-4 years _____

5-9 years _____

10 years and above _____

PROFESSIONAL PREPARATION

Bachelor's Degree _____

Bachelor's Degree plus _____

Master's Degree _____

Master's Degree plus _____

Doctorate Degree _____

Appendix B
MODIFIED LANGUAGE ATTITUDE SCALE
(Taylor and Hayes, 1971)

KEY FOR SYMBOLS USED

SD=Strongly disagree

SA=Strongly agree

MD=Mildly disagree

MA=Mildly agree

-
1. Gullah dialect has logical syntactical and phonological structures.
SD__ MD__ MA__ SA__
 2. Allowing and accepting the use of nonstandard English in the classroom will retard the academic progress of the children in the class.
SD__ MD__ MA__ SA__
 3. Children should not be corrected by teachers for speaking their native dialect.
SD__ MD__ MA__ SA__
 4. Teachers have a duty to ensure that students do not speak nonstandard dialects of English in the classroom.
SD__ MD__ MA__ SA__
 5. Societal acceptance of Gullah is important for the development of self-esteem among Gullah speakers.
SD__ MD__ MA__ SA__
 6. Gullah dialect is too imprecise to be an effective means of communication.
SD__ MD__ MA__ SA__
 7. If the use of Gullah was encouraged, speakers of Gullah dialect would be more motivated to achieve academically.
SD__ MD__ MA__ SA__
 8. A decline in the use of nonstandard English dialects would have a positive influence on social unity.
SD__ MD__ MA__ SA__
 9. Dialects are as effective for communication as is standard English.
SD__ MD__ MA__ SA__
 10. The sooner dialects are eliminated, the better the dialect speakers' performance in school will be.
SD__ MD__ MA__ SA__

11. The dialect speaking child is not handicapped cognitively by his language system.
SD__ MD__ MA__ SA__
12. Dialects are complete language systems and are not simply incomplete attempts to master standard English.
SD__ MD__ MA__ SA__
13. Teachers should allow dialect speakers to use their respective dialects in the classroom.
SD__ MD__ MA__ SA__
14. Teachers should correct students' use of nonstandard English during oral recitations.
SD__ MD__ MA__ SA__
15. To reject dialects is to reject an important aspect of the self-identity of dialect speakers.
SD__ MD__ MA__ SA__
16. Regional acceptance of the Gullah dialect is imperative.
SD__ MD__ MA__ SA__
17. Students who speak dialects are not as successful academically and socially as their counterparts who speak standard English.
SD__ MD__ MA__ SA__
18. Dialect speakers would benefit both academically and socially if teachers not only allowed but spoke a dialect in the classroom.
SD__ MD__ MA__ SA__
19. Teachers would be more effective in teaching the dialect speaking child if they viewed dialects as legitimate, systematic varieties of standard English rather than as distorted, haphazard versions of standard English.
SD__ MD__ MA__ SA__
20. Children who speak a dialect lack certain basic concepts such as plurality and negation.
SD__ MD__ MA__ SA__

Appendix C
FOR SPEECH LANGUAGE PATHOLOGISTS ONLY:
(Bountress, 1980)

KEY FOR SYMBOLS USED

SD=Strongly disagree

SA=Strongly agree

MD=Mildly disagree

MA=Mildly agree

* Nonstandard English is an acceptable difference in pronunciation, vocabulary or grammar.

* Substandard English is an unacceptable difference in pronunciation, vocabulary or grammar.

1. The grammatical and phonological features of Gullah should be replaced through the teaching of standard English to dialect speakers.

SD__ MD__ MA__ SA__

2. Gullah dialect should be generally accepted but the speaker of the Gullah dialect should also be taught standard English.

SD__ MD__ MA__ SA__

3. Gullah dialect should be unconditionally accepted with no attempt by educators to supplant it with standard English.

SD__ MD__ MA__ SA__

4. In order to effectively serve our clinical population, there is a need for further coursework in social dialects, particularly Gullah.

SD__ MD__ MA__ SA__

5. If a Gullah speaking child says, 'He been at da sto' (He's been at the store), he should immediately be corrected with standard English.

SD__ MD__ MA__ SA__

6. It is your responsibility to eradicate the different language or speech patterns identifiable as nonstandard English when a dialect speaker has no obvious speech disorder (voice, articulation, stuttering, etc.), yet has been recommended for speech therapy by his classroom teacher.

SD__ MD__ MA__ SA__

7. It is appropriate to measure a Gullah speaking student with current testing tools like the PPVT, Templin-Darley, and TOLD.

SD__ MD__ MA__ SA__

8. Nonstandard features such as, 'I done been fishing', should be corrected with the standard English equivalent pattern when in the classroom.

SD__ MD__ MA__ SA__

9. Nonstandard utterances such as, 'dis' for 'this', should be corrected with the standard English equivalent pattern.

SD__ MD__ MA__ SA__

10. Substandard utterances such as, 'vis' for 'this', should be corrected with both the standard and the nonstandard equivalent patterns.

SD__ MD__ MA__ SA__

APPENDIX D
LANGUAGE ATTITUDE SCALE (LAS)
Four Content Categories and Corresponding LAS Statement

- 1) The structure and inherent usefulness of the Gullah dialect.
Positive statements: 1, 12
Negative statements: 6, 20
- 2) Consequences of using and accepting the Gullah dialect in the educational setting.
Positive statements: 14, 18, 19
Negative statements: 2, 7, 17
- 3) Philosophies concerning the use and acceptance of the Gullah dialect.
Positive statements: 3, 5, 9, 13, 15, 16
Negative statements: 4, 8, 10,
- 4) Cognitive and intellectual abilities of speakers of Gullah dialect.
Positive statements: 11

(Taylor, 1973)

Four Content Categories and Corresponding Speech Language
Pathologist's Responses

- 1) The structure and inherent usefulness of the Gullah dialect.
Negative statements: 1
- 2) Treatment strategies concerning the use of the Gullah dialect.
Positive statements: 8, 9, 10
Negative statements: 5, 6, 7
- 3) Philosophies concerning the use and acceptance of the Gullah dialect.
Positive statements: 2
Negative statements: 3
- 4) Educational requirements concerning the service of culturally different children.
Positive statements: 4

APPENDIX E
TAYLOR'S (1973) ARBITRARY SCORING SYSTEM
TO CODE RESPONSES TO LAS ITEMS

- 1 point for strong agreement
- 2 points for mild agreement
- 3 points for mild disagreement
- 4 points for strong disagreement

APPENDIX F

Dear _____:

I am a graduate student at University of Tennessee, Knoxville, and am conducting a study on Speech-Language Pathologists' and teachers' attitudes toward the Gullah dialect. This short language survey form is part of the study involving speech-language and teacher participation. I would greatly appreciate it if you would fill out this short questionnaire.

Thank you very much for your cooperation.

Most appreciatively,

Bernateen W. Cunningham

APPENDIX G

**TABLE G-1: SUMMARY OF PERCENTAGES OF SPEECH-LANGUAGE
PATHOLOGISTS' RESPONSES ON THE MODIFIED BOUTRESS SCALE**

Question	SA	MA	MD	SD	T%
1	40	0	30	30	100
2	11	0	0	89	100
3	0	0	40	60	100
4	0	0	30	70	100
5	40	10	40	10	100
6	10	0	30	60	100
7	10	20	50	20	100
8	10	0	40	50	100
9	0	14	30	50	94
10	20	10	5	20	55

LEGEND: SA = Strongly Agree; MA = Mildly Agree;
MD = Mildly Disagree; SD = Strongly Disagree.
T% = Total Percentage

**TABLE G-2: PERCENT OF POSITIVE RESPONSES BASED ON
PROFESSIONAL TRAINING FOR SPEECH-LANGUAGE PATHOLOGISTS
(MODIFIED BOUNTRESS SCALE)**

<u>Question</u>	<u>N</u>	<u>BACHELORS</u>	<u>N</u>	<u>MASTERS</u>	<u>N</u>	<u>MASTERS PLUS</u>
<u>Category I: Structure and Usefulness of Gullah</u>						
1	2	50.00	6	16.67	2	50.00
<u>Mean %</u>		50.00		16.67		50.00
<u>Category II: Consequences of Using Gullah in an Educational Setting</u>						
5	2	50.00	6	50.00	2	50.00
6	2	100	6	83.33	2	50.00
7	2	50.00	6	66.67	2	100
8	2	0	6	0	2	50.00
9	2	50.00	6	33.33	2	50.00
10	2	0	6	33.33	2	50.00
<u>Mean %</u>		41.66		44.44		58.33
<u>Category III: Philosophies Concerning the Use and Acceptance of Gullah</u>						
2	2	0	6	16.67	2	0
3	2	100	6	100	2	100
<u>Mean %</u>		50.00		58.33		50.00
<u>Category IV: Educational Requirements</u>						
4	2	100	6	0	2	0
<u>Mean %</u>		100		0		0
<u>OVERALL %</u>		60.41		29.86		39.58

TABLE G-3: SUMMARY OF THE PERCENTAGE OF SPEECH-LANGUAGE PATHOLOGISTS' RESPONSES ON THE MODIFIED LANGUAGE ATTITUDE SCALE

QUESTION	SA	MA	MD	SD	T%
1	10.00	10.00	10.00	70.00	100
2	11.11	33.33	22.22	33.33	99.9
3	30.00	50.00	10.00	10.00	100
4	10.00	50.00	20.00	20.00	100
5	20.00	0	50.00	30.00	100
6	0	10.00	30.00	60.00	100
7	10.00	30.00	20.00	40.00	100
8	20.00	10.00	30.00	40.00	100
9	0	30.00	40.00	30.00	100
10	0	20.00	50.00	30.00	100
11	20.00	30.00	20.00	30.00	100
12	0	10.00	10.00	80.00	100
13	20.00	30.00	50.00	0	100
14	10.00	40.00	10.00	40.00	100
15	10.00	10.00	50.00	30.00	100
16	10.00	20.00	40.00	30.00	100
17	20.00	30.00	20.00	30.00	100
18	70.00	30.00	0	0	100
19	0	10.00	50.00	40.00	100
20	50.00	10.00	0	40.00	100

LEGEND: SA = Strongly Agree; MA = Mildly Agree;
MD = Mildly Disagree; SD = Strongly Disagree;
T% = Total Percentage.

**TABLE G-4: SUMMARY OF THE PERCENTAGES OF TEACHERS'
RESPONSES ON THE MODIFIED LANGUAGE ATTITUDE SCALE**

QUESTION	SA	MA	MD	SD	T%
1	16.28	13.95	37.21	32.56	100
2	47.17	24.53	15.09	13.21	100
3	52.00	26.00	20.00	2.00	100
4	51.92	28.85	13.46	5.77	100
5	16.67	29.17	39.58	14.58	100
6	16.67	22.92	35.42	25.00	100
7	8.00	22.00	42.00	28.00	100
8	27.08	25.00	20.83	27.08	99.9
9	23.53	15.69	41.18	19.61	100
10	21.15	21.15	25.00	32.69	99.9
11	25.00	16.67	43.75	14.58	100
12	10.87	34.78	28.26	26.09	100
13	37.25	25.49	29.41	7.84	99.9
14	13.46	13.46	25.00	48.08	100
15	9.80	17.65	50.98	21.57	100
16	12.50	27.08	43.75	16.67	100
17	27.45	27.45	25.49	19.61	100
18	58.82	19.61	17.65	3.92	100
19	30.00	20.00	36.00	14.00	100
20	17.02	40.43	23.40	19.15	100

LEGEND: SA = Strongly Agree; MA = Mildly Agree;
SD = Strongly Disagree; MD = Mildly Disagree.
T% = Total Percentage

**TABLE G-5: SUMMARY OF THE PERCENTAGES OF ALLIED
PROFESSIONALS' RESPONSES ON THE MODIFIED LANGUAGE ATTITUDE SCALE**

QUESTIONS	SA	MA	MD	SD	T%
1	12.50	6.25	50.00	31.25	100
2	42.86	23.81	33.33	0	100
3	33.33	22.22	22.22	22.22	99.9
4	50.00	30.00	10.00	10.00	100
5	23.53	23.53	41.18	11.76	100
6	12.50	18.75	50.00	18.75	100
7	5.56	11.11	55.56	27.28	99.5
8	17.65	29.41	41.18	11.76	100
9	22.22	22.22	33.33	22.22	99.9
10	10.53	31.58	36.84	21.05	100
11	36.84	26.32	21.05	15.79	100
12	25.00	37.50	31.25	6.25	100
13	25.00	35.00	25.00	15.00	100
14	20.00	15.00	30.00	35.00	100
15	20.00	20.00	60.00	0	100
16	5.88	35.29	52.94	5.88	99.9
17	10.53	26.32	31.58	31.58	100
18	45.00	40.00	0	15.00	100
19	22.22	44.44	22.22	11.11	99.9
20	6.25	37.50	43.75	12.50	100

LEGEND: SA = Strongly Agree; MA = Mildly Agree;
MD = Mildly Disagree; SD = Strongly Disagree.
T% = Total Percentage

**TABLE G-6: PERCENTAGE AGREEMENT BY SPEECH-LANGUAGE PATHOLOGISTS,
TEACHERS AND ALLIED PROFESSIONALS ON THE MODIFIED LANGUAGE
ATTITUDE SCALE**

QUESTION	ALLIED	SLPS	TEACHERS
1	18.75	20.00	30.23
2	66.67	44.44	71.70
3	55.55	80.00	78.00
4	80.00	60.00	80.77
5	47.06	20.00	45.84
6	31.25	10.00	39.59
7	16.67	40.00	30.00
8	47.06	30.00	52.08
9	44.44	30.00	39.22
10	42.11	20.00	42.30
11	63.13	50.00	41.67
12	62.50	10.00	45.65
13	60.00	50.00	62.74
14	35.00	50.00	26.92
15	40.00	20.00	27.45
16	41.17	30.00	39.58
17	36.85	50.00	54.90
18	85.00	100.00	78.13
19	66.66	10.00	50.00
20	43.75	60.00	57.45

**TABLE G-7: PERCENTAGE OF AGREEMENT BETWEEN
GROUPS BY ETHNICITY**

QUESTION	ALLIED		SLPS		TEACHERS	
	B	W	B	W	B	W
1	40.00	9.09	25.00	16.67	33.34	28.00
2	37.50	83.34	25.00	60.00	64.00	78.57
3	42.86	70.00	75.00	50.00	75.00	80.77
4	57.14	91.67	75.00	50.00	70.84	89.29
5	50.00	40.00	0	33.33	50.00	42.01
6	40.00	27.27	25.00	0	50.00	30.77
7	28.58	10.00	75.00	16.67	29.17	30.77
8	25.00	58.33	25.00	33.34	45.00	57.14
9	80.00	25.00	25.00	33.33	39.13	39.29
10	14.29	63.64	25.00	16.67	30.00	51.85
11	66.67	58.34	25.00	66.67	30.00	50.00
12	75.00	54.54	0	16.67	36.84	51.85
13	71.43	58.33	25.00	66.66	58.33	66.67
14	28.57	33.33	75.00	33.33	29.17	25.00
15	75.00	18.18	25.00	16.67	25.00	29.63
16	80.00	27.27	25.00	33.34	42.86	37.04
17	42.86	36.36	75.00	33.34	70.84	40.74
18	85.72	91.67	100	100	70.83	85.19
19	66.67	63.63	0	16.67	40.91	57.14
20	25.00	45.45	50.00	66.67	55.00	59.25

LEGEND: ALLIED = ALLIED PROFESSIONALS;
SLPS = SPEECH-LANGUAGE PATHOLOGISTS;
B = BLACK; W = WHITE.

**TABLE G-8: PERCENTAGE OF AGREEMENT BETWEEN GROUPS
BY YEARS OF EXPERIENCE (ONE TO FOUR)**

QUESTION	ALLIED	SLPS	TEACHERS
1	40.00	50.00	41.66
2	66.66	0	83.33
3	66.66	100	91.67
4	66.66	100	83.33
5	60.00	0	45.45
6	50.00	50.00	53.84
7	0	100	27.27
8	50.00	0	75.00
9	50.00	0	41.66
10	50.00	0	27.27
11	83.33	0	41.67
12	80.00	0	75.00
13	66.66	50.00	63.63
14	33.30	50.00	8.33
15	50.00	50.00	33.34
16	50.00	0	54.54
17	16.67	100	50.00
18	83.34	100	72.73
19	66.66	16.67	
16	33.00	33.33	40.00
17	50.00	33.33	50.00
18	100	100	100
19	66.67	33.33	40.00
20	33.33	33.33	60.00

LEGEND: ALLIED = ALLIED PROFESSIONALS;
SLPS = SPEECH-LANGUAGE PATHOLOGISTS.

**TABLE G-9: PERCENTAGE OF AGREEMENT BETWEEN GROUPS
BY YEARS OF EXPERIENCE (TEN AND ABOVE)**

<u>QUESTION</u>	<u>ALLIED</u>	<u>SLPS</u>	<u>TEACHERS</u>
1	12.50	20.00	29.16
2	60.00	40.00	63.63
3	50.00	100	74.19
4	80.00	40.00	75.75
5	25.00	20.00	43.33
6	33.33	0	33.33
7	12.50	20.00	25.81
8	42.86	40.00	37.93
9	37.50	40.00	34.38
10	25.00	40.00	37.50
11	55.55	80.00	37.93
12	43.16	20.00	29.63
13	55.55	60.00	62.51
14	30.00	40.00	33.33
15	44.44	0	25.80
16	42.86	40.00	33.33
17	50.00	40.00	58.06
18	90.00	100	78.79
19	62.50	0	45.16
20	42.86	60.00	57.72

LEGEND: ALLIED = ALLIED PROFESSIONALS;
SLPS = SPEECH-LANGUAGE PATHOLOGISTS.

VITA

Bernateen Wardette Camille Cunningham, a native of Charleston, South Carolina, is the daughter of Mrs. Cecelia Gordon-Cunningham and Mr. Herbert N. Cunningham. Bernateen is the youngest of three daughters. Ardmease Dietra and Tamara Yvette are her older sisters. After attending both the High School of Charleston and Burke High School, she graduated in June of 1983. Therafter, she attended South Carolina State College and graduated Cum Laude in May, 1987. She then entered the graduate program in Speech Pathology at the University of Tennessee, Knoxville. While pursuing her Master's degree, she served as a graduate assistant for the Department of Audiology and Speech Pathology, and the Office of Affirmative Action. She received a Master of Arts degree from the University of Tennessee in August, 1989.