Mann-Whitney U tests indicate that Standard forms are more predictable for the

---

Insert Table 12 about Here

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8 and 10 year old white children than non-Standard forms are for them ($U = 30$, $p = .002$, two-tailed). No significant difference in predictability was found for a comparable test using the 8 and 10 year old black children ($U = 76$, $p > .10$, two-tailed). This makes sense since it indicates that some blacks know the two dialects about "equally" well and so should not be significantly different from each other in their predictabilities from other grammatical forms in the systems. However, since the white children know primarily only one of the dialects, the Standard, it stands to reason that this dialect should be superior in its predictability than is the dialect which is only remotely or incompletely known to them.

The percentages of predictability along with indications of their significance levels can be found in Table 12.

Chapter VII

Conclusions

An overall analysis of the major independent variables used in this research, SES, race, age, and sex were not found to be equally robust. Sex was found to be the least important variable, while race and age were the most important. The finding on the race variable is in accord with Baratz (1969). Although she found age to be weaker than our data suggest. However, this may be due to the wider range of ages sampled in the current research. Our findings on SES effects partially agree with those reported by others (e.g., Osser, Wang, and Zaid, 1969).

In this report we have described a variety of tasks and measures. We now wish to point out some possible unifying themes that emerge from comparisons across these tasks and measures. Further, we wish to note some possible differences among them.

The recall task showed that blacks perform better than whites in terms of percentages correct when given stimulus sentences in non-Standard dialect. Whites performed better than blacks when stimulus sentences were in the Standard dialect. This agrees with Baratz' (1969) main finding.

Using measures other than proportion correct we have demonstrated that the rate of change from ages 8 to 10 shows that blacks are improving at the same rate as whites in the Standard dialect. Moreover, blacks improve at a significantly greater rate when responding to non-Standard dialect from the ages of 8 to 10. To our knowledge this represents a new finding. Employing another method of assessing the recall data, i.e., correlational analysis, revealed two additional findings: Standard and non-Standard dialects are internally consistent systems for both black and white subjects considered separately. Regression analysis of the recall data further indicated that the proportion of variance for Standard structures was more predictable for whites than were the non-Standard. For blacks, Standard and non-Standard were equally predictable.

The second major experiment was our source of data for language comprehension and production. The task used here involved message producers and message receivers. The producers could use any grammatical forms that they wished to get the receivers to perform. We found that black speakers used Standard and non-Standard expressions to the same degree regardless of whether their listener was white or black. A similar finding was observed for whites. For the comprehension side of this task we found that black and white listeners did equally well regardless of whether the message was delivered in Standard or non-Standard form. This too, appears to be a new finding of some importance. Using the measures employed in our research here, we observe that the races are equal both as message producers and comprehenders. This is in contrast to other research which suggests class differences and by implication race (see Bernstein, 1964; Williams and Naremore, 1969) to be operative in language functioning. We did note, however, age differences in this task. This would appear to support some prior findings (Krauss and Glucksberg, 1967).

For both black and white message producers, a positive correlation was found between the number of Standard forms repeated correctly and the number of spontaneously produced Standard structures. This suggests a common ability underlying these two tasks. A similar pattern was not found for non-Standard structures in either task. Future work relating comprehension scores with imitation is suggested by the findings reported here.

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APPENDIX

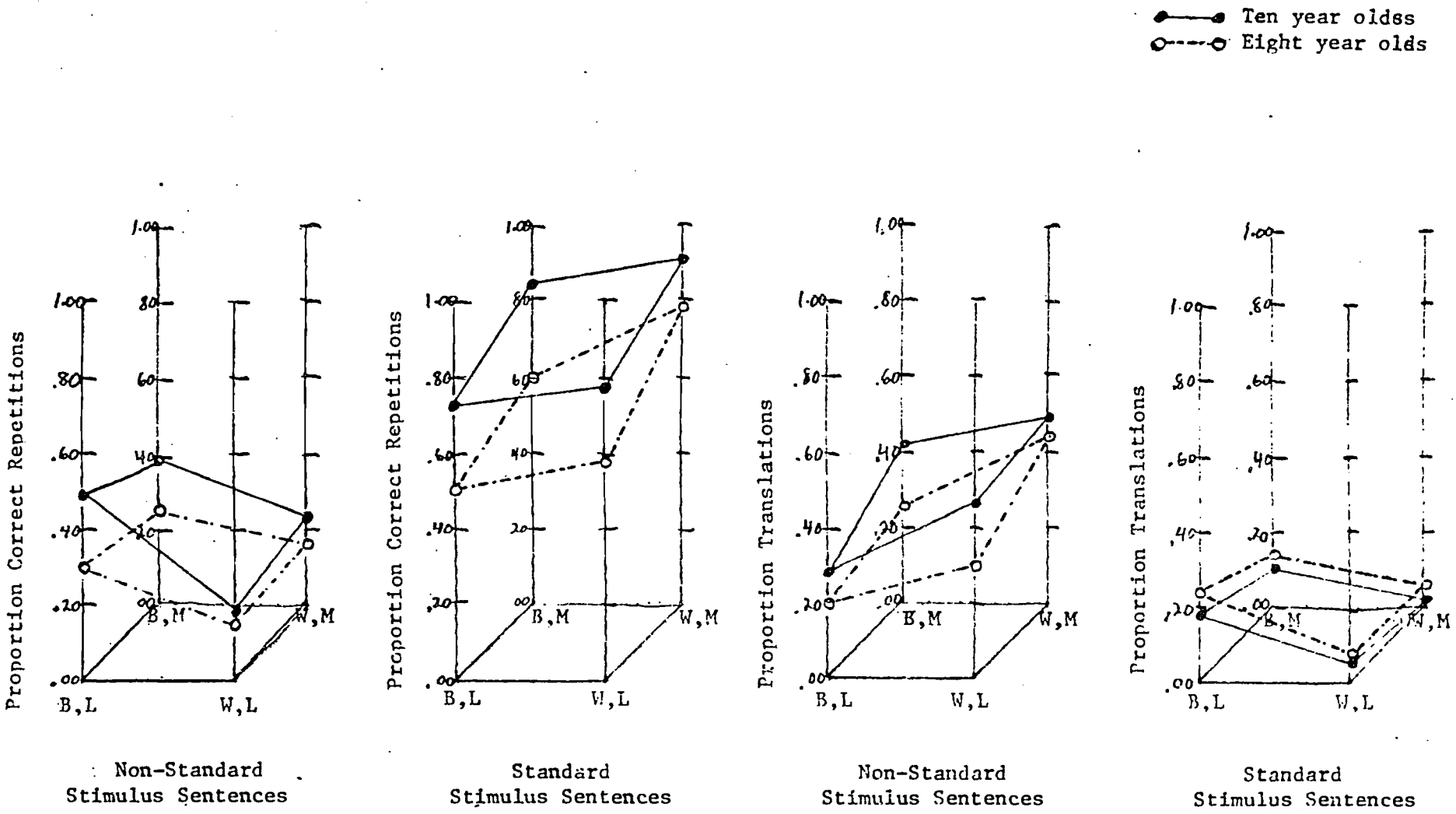

Figure 2. The Proportion of correct repetitions and proportion of translations over all grammatical forms for standard and non-standard English dialects.

Table 2

Some Examples of Syntactic Differences Between

Standard and Non-Standard English[1]

Variable	Standard English	Black Non-Standard English
1. Linking verb (copula)	He is going.	He __ goin'.
2. Possessive marker	John's cousin.	John_ cousin.
3. Plural marker	I have five cents.	I got five cent_.
4. 3rd person singular (verb agreement)	He lives in New York.	He live_ in New York.
5. Past marker	Yesterday he walked home.	Yesterday he walk__ home.
6. "If" construction	I asked if he did it.	I ask did he do it.
7. Negation	I don't have any.	I don't got none.
8. Use of "be"	Statement: He is here all the time.	Statement: He be here.
9. Subject expression	John moved.	John, he move.
10. Verb form	I drank the milk.	I drunk the milk.
11. Future form	I will go home.	I'ma go home.
12. Indefinite article	I want an apple.	I want a apple.
13. Pronoun form	We have to do it.	Us got to do it.
14. Pronoun expressing possession	His book.	He book.
15. Preposition	He is over at John's house.	He over to John house.
	He teaches at Francis Pool.	He teach__ Francis Pool.
16. Use of "do"	Contradiction: No, he isn't.	Contradiction: No, he don't.

[1]This table is adapted from one presented by Joan Baratz, 1969, pp. 99-100.

Table 3

Regression Results Using All Subjects for Evaluating Four Independent Variables (SES, Race, Sex, and Age)

	t-scores for each predictor variable			
Name of Dependent Variable	Race	Social Class	Sex	Age
Standard, 3rd person singular	4.8	5.5	-1.4	14.8
Standard, copula	0.6	3.7	0.2	16.1
Standard, negation	1.0	3.9	-1.5	8.3
Standard, "if"	6.8	4.7	0.0	0.3
Standard, possessive	3.3	4.8	-1.4	10.6
Standard, plural	1.2	2.8	-0.8	11.0
Non-Standard, 3rd person singular	-12.0	-2.2	1.8	-1.2
Non-Standard, copula	-7.6	-1.0	0.6	- 4.0
Non-Standard, negation	-8.8	0.0	0.6	2.9
Non-Standard, "if"	-12.7	-3.1	0.9	6.5
Non-Standard, possessive	-6.8	-0.2	-0.2	1.6
Non-Standard, use of "be"	-8.3	-0.7	-0.4	-1.5

Table 4

The effect of Race and SES Levels on Proportion of Correct Repetitions and Proportion of Translations for Standard and Non-Standard Stimuli

Type of Stimulus Sentence	Type of Response	Eight Year Old Blacks		Eight Year Old Whites	
		Lower	Middle	Lower	Middle
Standard English	Correct Repetition	.501	.595	.584	.791
Non-Standard English	Translation[1]	.198	.244	.287	.444
Non-Standard English	Correct Repetition	.300	.298	.134	.129
Standard English	Translation	.217	.145	.075	.058

		Ten Year Old Blacks		Ten Year Old Whites	
		Lower	Middle	Lower	Middle
Standard English	Correct Repetition	.716	.829	.784	.897
Non-Standard English	Translation	.293	.410	.463	.495
Non-Standard English	Correct Repetition	.460	.377	.174	.217
Standard English	Translation	.195	.103	.056	.026

[1]By a translation response when the stimulus sentence is given in standard English we mean that the subject has converted the standard form into its equivalent non-standa representation; similarly, if the subject converts a non-standard stimulus sentence into a standard form a translation is also said to have occurred.

Table 5

Rank Order Correlation Between Number of Standard (or Non-Standard) Forms Used Correctly and Number of Translations From Non-Standard (Standard) into Standard (Non-Standard) for Two Age Groups

Grammatical Form[1]	Correlation for Age 8 (N=8)	Correlation for Age 10 (N=8)
3rd person singular	.98 ** ($p < .01$)	.79 * ($p < .05$)
Copula	.88 **	.82 *
Negation	-.60	-.57
"If" + S + V	.99 **	.90 **
Past marker	.93 **	.98 **
Possessive	.98 **	.81 *
Plural (standard form only)[2]	.74 * (both age groups combined)	
Use of "be" (non-standard only)	.72 * (both age groups combined)	

[1]There were eight entries upon which each correlation was based: e.g., letting c represent a correct proportion and letting t represent a translation the following eight pairs of entries were used in the correlation: lower black standard c (lo,bl,st,c) with lower black non-standard t (lo, bl, ns, t), then (lo,bl,ns,c) with (lo,bl,st,t), then (mid,bl,st,c) with (mid,bl,ns,t), then (mid,bl,ns,c) with (mid,bl,st,t), then (lo,wh,st,c) with (lo,wh,ns,t), then (lo,wh,ns,c) with (lo,wh,st,t), then (mid,wh,st,c) with (mid,wh,ns,t), and finally (mid,wh,ns,c) with (mid,wh,st,t).

[2]Only Plurals were scored for standard sentences and only use of "be" was scored for non-standard sentences, hence to increase n size we combined over ages here.

Table 6

Proportion of Correct Repetitions (C), Translations (T), and Deletions (D) for Grammatical Forms in Standard (S) and Non-Standard (NS) Stimulus Sentences as a Function of Race, SES, and Age

Stimulus and Response Types		Age 8				Age 10			
		Bl Lo	Bl Mid	Wh Lo	Wh Mid	Bl Lo	Bl Mid	Wh Lo	Wh Mid
3rd person sing.:									
S	C	.350	.538	.525	.800	.654	.842	.762	.892
NS	C	.420	.308	.129	.079	.392	.296	.158	.183
S	T	.304	.196	.108	.071	.242	.100	.079	.029
NS	T	.225	.333	.346	.679	.371	.204	.646	.642
S	D	.346	.267	.367	.129	.104	.058	.158	.079
NS	D	.354	.358	.525	.242	.238	.200	.196	.175
Copula:									
S	C	.657	.676	.652	.786	.824	.924	.786	.895
NS	C	.200	.150	.033	.042	.242	.192	.042	.100
S	T	.057	.024	.005	.000	.024	.000	.005	.000
NS	T	.325	.317	.408	.492	.533	.592	.592	.750
S	D	.286	.300	.343	.214	.152	.076	.210	.105
NS	D	.475	.533	.558	.467	.142	.133	.367	.150
Negation:									
S	C	.400	.511	.433	.567	.600	.700	.600	.789
NS	C	.381	.324	.210	.181	.552	.486	.252	.348
S	T	.389	.289	.311	.300	.333	.267	.233	.167
NS	T	.043	.052	.052	.105	.062	.110	.110	.114
S	D	.211	.200	.256	.133	.178	.033	.167	.044
NS	D	.576	.624	.738	.714	.386	.595	.638	.538
Use of "IF"									
S	C	.083	.233	.433	.800	.267	.467	.800	.917
NS	C	.883	.583	.250	.083	.817	.583	.150	.100
S	T	.750	.567	.200	.083	.683	.433	.083	.033
NS	T	.000	.183	.350	.667	.067	.317	.700	.867
S	D	.167	.200	.367	.117	.050	.100	.117	.050
NS	D	.117	.233	.400	.250	.117	.100	.150	.033

Table 6 (cont'd.)

Stimulus and Response Types		Age 8				Age 10			
		Bl Lo	Bl Mid	Wh Lo	Wh Mid	Bl Lo	Bl Mid	Wh Lo	Wh Mid
Past marker:									
S	C	.753	.786	.780	.913	.780	.893	.920	.967
NS	C	.473	.400	.193	.247	.553	.520	.293	.300
S	T	.140	.080	.013	.013	.173	.100	.013	.000
NS	T	.347	.320	.413	.520	.387	.393	.573	.613
S	D	.107	.133	.207	.073	.047	.007	.067	.033
NS	D	.180	.280	.393	.233	.060	.087	.067	.020
Possessive:									
S	C	.300	.467	.483	.800	.883	.783	.683	.867
NS	C	.250	.150	.033	.050	.467	.250	.067	.183
S	T	.250	.150	.017	.033	.300	.100	.050	.000
NS	T	.167	.267	.283	.433	.333	.467	.383	.433
S	D	.450	.383	.500	.167	.117	.117	.267	.133
NS	D	.583	.583	.683	.517	.200	.283	.550	.383
Plural marker:									
S	C	.600	.633	.575	.792	.800	.858	.833	.908
S	T	.008	.017	.000	.008	.025	.008	.008	.000
S	D	.392	.350	.425	.200	.175	.133	.158	.092
Use of "be":									
NS	C	.292	.183	.033	.142	.358	.317	.117	.142
NS	T	.217	.250	.267	.317	.275	.608	.367	.308
NS	D	.492	.567	.700	.542	.367	.075	.517	.550

Table 7

The Frequency of Occurrence of Standard (S) and Non-Standard (NS) Forms in the Free Productions of Speakers from Three Age Groups, Two Races, and Two SES Levels as a Function of the Race and SES Level of their Listeners

Characteristics of Speaker			Race and SES Level of Listener							
			Black Lower		Black Middle		White Lower		White Middle	
Age	Race	SES	S	NS	S	NS	S	NS	S	NS
5	black	lower	1	2	0	0	0	0	8	1
5	"	"	1	5	1	5	0	8	2	4
5	black	middle	2	0	0	6	0	5	0	3
5	"	"	1	0	0	0	0	0	0	0
5	white	lower	6	0	8	0	6	0	6	0
5	"	"	6	0	0	0	0	0	7	0
5	white	middle	6	0	5	0	6	0	6	0
5	"	"	7	0	7	0	6	0	8	0
8	black	lower	9	0	9	1	9	0	12	1
8	"	"	6	1	6	1	6	0	5	0
8	black	middle	10	1	4	1	9	0	10	1
8	"	"	8	0	8	0	2	0	12	0
8	white	lower	12	0	28	1	30	0	14	0
8	"	"	7	0	13	0	8	0	6	1
8	white	middle	6	1	22	0	28	0	11	0
8	"	"	29	0	43	3	18	1	25	0
10	black	lower	7	0	32	1	9	3	10	2
10	"	"	3	8	10	2	6	11	1	11
10	black	middle	8	0	15	1	8	4	9	0
10	"	"	43	14	17	1	41	0	21	0
10	white	lower	1	0	21	0	19	1	13	0
10	"	"	6	0	19	1	18	3	4	1
10	white	middle	10	0	13	0	14	0	11	0
10	"	"	48	1	44	4	49	3	56	0

Table 8

Intercorrelation of Seven Standard and Seven Non-Standard Grammatical Forms for Eight and Ten Year Old Blacks and Lower and Middle SES Blacks[1]

	(--- Standard Forms ---)							(--- Non-Standard Forms ---)						
	(--------- Standard Structures ----------)							(---------- Non-Standard Structures -------)						
	3rd	Con	Neg	If	Past	Poss	Plur	3rd	Con	Neg	"If"	Past	Poss	"Be"
3rd		..59	.51	.35	.38	.59	.62	-.31	.27	.25	-.09	.02	.19	.34
		.60	.64	.52	.57	.54	.67	-.28	.34	.42	-.08	.10	.13	.33
Con	.67		.32	.26	.35	.46	.56	.01	.33	.37	-.06	.11	.12	.38
	.38		.61	.41	.50	.60	.74	.08	.31	.52	.11	.38	.25	.43
Neg	.63	.62		.03	.26	53	.26	-.25	.14	.07	-.02	.01	.14	.05
	.43	.13		.47	.53	..7	.54	-.02	.23	.39	-.06	.13	.14	.18
If	.35	.31	.28		.20	.25	.25	-.23	.17	.11	-.42	.11	-.14	.05
	.47	.26	.18		.41	.36	.36	.06	.28	.24	-.54	.33	.08	.28
Past	.54	.62	.45	.30		.31	.36	.01	.08	.15	-.07	.12	.09	.07
	.34	-.05	.27	.34		.32	.52	-.16	.14	.32	-.07	-.05	.12	.06
Poss	.57	.55	.53	.22	.33		.33	-.30	.01	.22	-.28	-.03	-.02	.04
	.45	.35	.39	.32	.27		.50	-.04	.33	.40	-.07	.33	.02	.24
Plur	.58	.73	.45	.26	.52	.32		.00	.32	.35	.10	.13	.11	.35
	.54	.26	.19	.23	.21	.37		.06	.28	.51	.20	.18	.15	.43
3rd	.19	.15	.03	-.04	.12	-.08	.24		.04	.34	.41	.18	.14	.17
	.56	-.11	.27	-.16	-.45	-.32	-.26		.17	.23	.09	.33	.20	.41
Con	.28	.37	.26	.14	.12	.23	.35	.31		.36	.23	.09	.07	.32
	.20	.19	.09	.20	.01	.02	.18	-.03		.36	-.09	.01	.03	.43
Neg	.42	.51	.27	.14	.33	.37	.50	.39	.49		.27	.39	.19	.45
	-.20	.04	-.17	-.04	-.13	-.07	.02	.28	.45		-.06	.32	.14	.56
"If"	.07	.39	-.03	-.33	.10	-.11	.29	.38	.31	.18		.28	.25	.10
	-.20	-.22	-.13	-.71	-.43	-.32	-.04	.19	-.05	.11		-.05	-.04	-.02
Past	.02	.35	.26	.15	.13	.27	.20	.29	.33	.32	.30		.42	.16
	.19	-.07	-.24	.15	-.21	-.09	-.19	.32	.20	.33	-.01		.26	.40
Poss	.22	.26	.18	-.03	.17	.15	.15	.05	.16	.21	.22	.35		.32
	.24	-.22	-.08	-.26	-.27	-.42	-.17	.20	.12	.28	.18	.30		.41
"Be"	.37	.43	.23	.06	.19	.19	.41	.24	.48	.50	.19	.26	.36	--
	.01	.21	-.16	.11	-.28	.12	.22	.47	.27	.45	.06	.28	.32	--

[1]Each correlation is based upon N=60. In the upper triangular matrix the value from the lower class is given above that of the middle class while in the lower triangular matrix the eight year olds' data is above that of the ten year olds' data.

Table 9

Intercorrelation of Seven Standard and Seven Non-Standard Grammatical Forms[1]

for Eight and Ten Year Old Whites and Lower and Middle SES Whites

(-- Non-Standard Forms --) (---- Standard Forms ------)

	(-------- Standard Structures ----------)							(---------- Non-Standard Structures ----)						
	3rd	Cop	Neg	If	Past	Poss	Plur	3rd	Cop	Neg	"If"	Past	Poss	"Be"
3rd		.69 .56	.56 .56	.60 .40	.58 .50	.60 .49	.70 .43	.04 -.16	.19 .00	.25 .17	-.14 -.20	.11 -.04	.10 .21	.46 .03
Cop	.71 .55		.50 .47	.42 .22	.67 .40	.64 .53	.57 .45	.09 .10	.22 .15	.36 .35	.09 .08	.16 .01	.08 .27	.30 .06
Neg	.54 .54	.42 .55		.55 .41	.38 .35	.40 .35	.46 .29	.09 .00	.13 .08	.18 -.10	-.20 -.22	-.04 .05	.19 .23	.29 .04
If	.51 .65	.40 .29	.49 .42		.50 .39	.35 .32	.52 .20	.10 .00	.05 .12	.24 .01	-.43 -.47	.02 -.05	-.08 .14	.34 -.01
Past	.67 .29	.70 .34	.34 .33	.53 .30		.51 .38	.67 .40	.12 -.16	.09 -.05	.37 .09	.08 -.23	.17 -.01	.08 .23	.22 .02
Poss	.59 .62	.69 .52	.36 .45	.34 .49	.59 .26		.58 .30	-.06 .10	.18 .15	.11 .30	.00 -.02	.03 -.02	.06 .16	.38 .13
Plur	.66 .53	.58 .41	.34 .39	.46 .30	.70 .27	.58 .40		.15 .15	.18 .22	.47 .30	-.08 .02	.11 .13	.09 .34	.37 .10
3rd	-.17 -.10	-.02 .04	.06 -.14	.15 -.27	.06 -.23	-.06 -.04	.06 .05		.26 .58	.24 .46	.03 .31	.18 .44	.23 .50	.14 .55
Cop	.02 .20	.10 .28	.05 .14	.10 .05	.03 .04	.12 .24	.20 .18	.33 .45		.38 .34	.02 .22	.04 .34	.37 .33	.50 .40
Neg	.19 .13	.32 .29	.04 -.12	.15 -.02	.26 .12	.19 .17	.35 .30	.30 .38	.20 .43		-.03 .09	.13 .36	.12 .54	.19 .42
"If"	-.11 -.33	.07 -.02	-.27 -.16	-.43 -.55	.16 -.39	.04 -.20	.07 -.36	-.02 .31	.00 .16	.03 .02		.22 .39	.24 .19	-.02 .22
Past	.01 .03	.07 .05	.00 -.06	.03 -.15	.11 .03	.04 -.04	.10 .04	.14 .38	.15 .23	.30 .20	.17 .38		.07 .33	.24 .52
Poss	.17 .14	.15 .19	.20 .22	.14 -.10	.20 .06	.12 .14	.18 .22	-.01 .50	.19 .40	.27 .43	.03 .29	-.02 .33		.17 .45
"Be"	.25 .31	.15 .27	.24 .06	.25 .13	.26 -.03	.27 .30	.22 .31	.16 .47	.30 .54	.22 .41	-.09 .19	.43 .37	.11 .49	

[1] Each correlation is based upon N= 60. In the upper triangular matrix the value from the lower class is given above that of the middle class while in the lower triangular matrix, the eight year olds' data is above that of the ten year olds' data.

Table 10

The Structure Most Similar to Each of the Non-Standard Forms

Non-Standard Form	Largest Positively Related Form			
	Eight Year Old Blacks	Ten Year Old Blacks	Eight Year Old Whites	Ten Year Old Whites
3rd person sing.	NS, Neg.	NS, "be"	NS, 3rd per.	NS, poss.
copula	NS, Neg.	NS, Neg.	NS, "be"	NS, "be"
Negation	S, Cop. (NS, "be")[1]	NS, "be" (NS, Cop.)[2]	S, Plural	NS, Cop. (NS, Poss.)[2]
"If"	NS, 3rd per.	NS, 3rd pers.	NS, Past	NS, past
Past	NS, Poss.	NS, Neg. (NS, 3rd pers)[2]	NS, "be"	NS, "If" (NS, 3rd pers.
Possessive	NS, "be"	NS, 3rd pers.	NS, Neg.	NS, "be" (NS, 3rd pers
Use of "be"	NS, Neg.	NS, 3rd pers.	NS, Past	NS, Cop.

[1] The largest positively correlated variable happened to be a Standard grammatical form; since this was unexpected the closest Non-Standard Form was also listed if it was within .01 units of the largest positive correlation.

[2] Occasionally, two non-standard forms were almost equally correlated with the non-standard form; in this case both non-standard forms have been listed.

Table 11

The Structure Most Similar to Each of the Standard Forms

Standard Form	Largest Positively Related Form			
	Eight Year Old Blacks	Ten Year Old Blacks	Eight Year Old Whites	Ten Year Old Whites
3rd person sing.	S, copula	S, Plural	S, Copula	S, If
Copula	S, Plural	S, 3rd pers.	S, 3rd pers.	S, 3rd pers.
Negation	S, 3rd pers.	S, 3rd pers.	S, 3rd pers.	S, Copula
If + S + V	S, 3rd pers.	S, 3rd pers.	S, 3rd pers.	S, 3rd pers.
Past	S, 3rd pers.	S, 3rd pers.	S, Copula	S, Copula
Possessive	S, 3rd pers.	S, 3rd pers.	S, Copula	S, 3rd pers.
Plural	S, Copula	S, 3rd pers.	S, Past	S, 3rd pers.

Table 12

Percent Variance Accounted for in Predicting Each of Fourteen Grammatical Forms from the Remaining Forms (plus SES as a Predictor)

Dependent Variable in Regression	Percent Variance Accounted for			
	Data of Eight Yr. Old Blacks	Data of Ten Yr. Old Blacks	Data of Eight Yr. Old Whites	Data of Ten Yr. Old Whites
Standard:				
3rd pers.	76.9%	69.5%	72.9%	67.7%
Copula	76.4	35.7 n.s.[1]	72.1	60.7
Negation	53.0	34.2 n.s.	48.2	60.6
If + S + V	37.6	67.9	61.9	62.8
Past	48.7	43.1	74.1	39.4
Possessive	49.9	47.9	57.2	47.6
Plural	66.9	41.4	65.8	49.4
Non-Standard:				
3rd pers.	44.6	59.7	33.3 n.s.	50.9
Copula	42.4	36.4 n.s.	28.7 n.s.	42.7
Negation	54.0	44.4	41.0	50.0
Use of "If"	51.0	63.1	47.4	65.6
Past	46.0	34.7 n.s.	33.0 n.s.	35.6 n.s.
Possessive	27.7 n.s.	46.7	20.0	54.7
Use of "be"	47.8	53.9	40.8	57.3

[1] The entries followed by n.s. indicates that the multiple correlation upon which the proportion variance accounted for is based failed to be significant ($p > .05$) In all cases the F test was based on (14, 45) degrees of freedom. All other entries were significant beyond the .05 level.