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**THE USE OF CODE-SWITCHING AS IT RELATES TO SUCCESS
IN SCHOOL AND FUTURE EMPLOYMENT OPPROTUNITIES**

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ABSTRACT OF THE THESIS

The Use of Code-Switching as it Relates to Success In School and Future Employment Opportunities

**By
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MASTER OF ARTS

University of Cincinnati

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This study investigated the attitudes of young Urban African American teenagers toward use of code-switching as it relates to success in School and Future Employment Opportunities. The study was three fold in its conception to determine if Urban African American Teenagers would choose to use African American English (AAE) or Standard English (SAE) when conversing with an authority figure, such as a principal or participating in a job interview. The second aim of this study was to determine if Urban African American teenagers would judge the use of Standard American English as beneficial for their individual future success in school and employment opportunities. The third component was to determine if the gender and or race of the participants and adults Professionals in the video would confound the results of the study. The study involved sixteen urban African American students whom were identified as African American English speakers by their English Teacher. Each of the students were asked to rate 8 videos which contained contrasting scenarios of an urban African American male speaking AAE and SAE with Bank Manager and a School Principal.

Each student was asked to use a rating scale from 1-7 where 7 was considered most favorable and 1 the least favorable, using a specially coded questionnaire form.

The data analysis revealed that there were significant interactions between race and gender especially when confounded by individual questions that each of the participants responded to on the Questionnaire. The most significant interaction was revealed between Black and Caucasian Professionals by individual question. The participants did not show that gender or race affected their use of code switching when presented with the opportunity such the formal such as the School Principal's office and participating in a Job Interview. Implications of this research, limitations to this study, and suggestions for further research are discussed.

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CHAPTER I

Review of the Literature

As our country and schools become increasingly more bilingual, linguistic issues relating to different cultures have sparked research in the areas of dialectical differences that are notably divergent from Standard American English, these dialectical differences can be found in such languages as, Hispanic, Japanese, Chinese and African American English. This has led to a heightened awareness of the need for unbiased environments in particularly, the school employment environments.

More specifically the area of African American English has been the subject of much debate for several decades. The Oakland Public Unified School Board's brought new attention to Ebonics, or African American English as one of the main causes of the scholastic shortcomings of Black youth. This has opened yet another controversial chapter in an ongoing national debate on the educability of Black youth in America's inner cities (Oubré, A.Y. 1995).

African American English (AAE) which is also referred to as African American Vernacular English (AAVE), Black English Vernacular (BEV) or Ebonics, outside the academic community, is the language most closely associated with African-Americans. It is a systematic linguistic system, containing the linguistic features of semantic, pragmatic, syntactic, and morphologic rules.

This rich language spoken by many African Americans reflects their history, culture, values, and traditions. This language has a communicative purpose and reflects

societal relationships between those who speak it. AAE, otherwise known as Ebonics, has many defining characteristics that separate it from Standard American English (SAE). It contains varied tonal patterns, creative vocabulary, and variability in pronunciations". AAE differs in voice inflection, speech rhythms, vowel sound variability, vowel contrast variability, word variability, and final consonant differences. Grammatical differences include differences in tenses such as the verb "to be", multiple negation, and loss of suffixes (Koch, 1997).

There are two theories concerning the roots of Ebonics as a linguistic system which, are referred to as the Pidgin/Creole and the African Retention theories. According to the Pidgin/Creole theory, Africans were brought from predominantly West African areas to America speaking a multiplicity of languages. The imposed isolation of Bantu tribes on American plantations in the Carolinas, allowed slaves to retain many characteristic of their culture including religion, folk tales, narratives and child naming practices. As a result of this, Africans were able to retain much of their cultural identity sharing across and between tribes - while assuming American language and customs. This amalgamated language of various slave groups evolved into "pidgin" language. Pidgin was not the native language of any one group. Creole has pidgin as its source; Children learned this pidgin language from their parents and the newly created language was called Creole (Williams, 1997 p. 211). The second stage of language development which Asante (1996) spoke of, "Englishization", otherwise known as Ebonics, in which the Creole speaker began to "code switch." This was seen through their ability to transition back and forth from Pidgin to Creole to the Standard English of the time.

Williams (1996) coined the name “Ebonics”, stating “The purpose of a language is to communicate, Ebonics is a language, it is something that children learn in the home by parents and grandparents. (P.203)” “ Ebonics ” came into the media in 1996, when the Oakland, Calif. school board recognized Ebonics as a language and incorporated it into the school system.

The second theory, African Retention, hypothesized that Ebonics has evolved from West African languages such as Ibu, Twi, Yoruba, Wolof, Fante, and Mandinka, which are dialects of the same speech system. Holloway (1996), cited the following examples of African retention: absence of double consonant in final position (tes for test)

- absent ed (it snow yesterday)
- lack of possessives (John house, Mommy shoe)
- absence of verb (we late, you bad) (p.1-18)

Code switching

Code switching: is defined as “switching from one language variety to another when the situation demands it.” (Trudgill, 2000, p.10). Therefore, it is the ability to alternate between two languages, which are commonly observed in many bilingual communities. It also occurs in other cultures as well, including code-switching between Standard American English and African American English. The speaker’s ability to choose a language or dialect based on the situation is code-switching. There are no specific rules of code-switching. It arises from the knowledge of the two separate languages or dialects, including their differences and similarities, and is usually determined by the social conditions. It provides a way for the speaker to be a part of two different cultures simultaneously. One of the two main characteristics is a smooth fluent

transition between the language uses. The speaker can use the grammar, vocabulary, and phonology of either language(s) and/or dialect(s) well enough to combine them into a single utterance or conversation. It is “not a result of imperfect competence” (Grande 1990 p. 15).

The degree of code-switching may vary according to the African American’s linguistic ability. Those who speak primarily Standard English (SAE) will use informal and formal styles of the language. Those who speak AAE and SAE equally well can speak informal or formal SAE and AAE to varying degrees. Those who speak only AAE avoid speech in formal settings, but are fluent and talkative with AAVE speaking peers (Terrell. 1993).

Children have been penalized for the use of Ebonics in school, Williams stated, “When a person’s language is criticized so is the person” (1997, p235). He continues by stating that “IQ tests were not really an accurate way of measuring intellect”, and used code switching as an optional way of testing children. An example of code switching would be taking a phrase like “identify where the crib is in this picture” to “identify where the baby bed is in this picture.” The purpose for code switching is, understanding that objects have several different meanings. An African-American child might see the first sentence and look for an apartment, yet with some rewording the child will understand what the question asks. The suggestion is that different cultures recognize what the object is, but label it in a different way (Williams, 1997). The speaker’s ability to use a language or dialect based on the situation is code-switching. There are no specific rules of code-switching. It originates from the knowledge of the two or more

distinct languages or dialects, including their differences and similarities, and is usually determined by the social conditions. It has provided a way for a speaker to be a part of two different cultures simultaneously. One of the main characteristics is the speaker has the ability to use the grammar, vocabulary, and discourse patterns of either language(s) and/or dialect(s) well enough to combine them into a single utterance or conversation.

The degree of code-switching may vary according to the African American's linguistic ability. Those who have chosen to speak Standard American English (SAE) as their primary language will use both informal and formal styles of the language. Those who have chosen to speak both Ebonics and SAE equally well can speak informal or formal SE and Ebonics to varying degrees. Those who have not had the opportunity to learn Standard English as a second language or who have chosen not to, speak Ebonics only and avoid speech in formal settings, but are fluent and talkative with peers that speak Ebonics (Terrell. 1993).

The Importance of Code-switching in Education

Negative attitudes about a child's speech start with the belief that vernacular dialects are linguistically inferior to standard versions of the language. In fact, the language systems of various groups of speakers may diverge, but no one system is intrinsically better than any other. Research clearly supports the position that differentiation in language is a natural reflection of cultural and community differences (Labov, 1972), (Seymore, Bland-Stewart & Green, 1998).

Smith (1995) emphasized that African American children have been viewed by teachers as "linguistic invalids." He argued that these children have a separate language,

and thus qualify for Non-English Proficient (NEP) programs just as Hispanics, Asians or Native American children who come to school with different mother tongues. In his view AAE speakers are "equally entitled, and should be given ESL and literacy instruction in the vernacular that they natively understand (p.15). Therefore, allowing the language to become a means of exchange and thereby assisting African American in becoming bi-dialectal, able to switch from one "code" to another as needed (p7-8). Those that have advocated this point of view have helped students learn that Standard English serves as a "passport allowing them to travel anywhere they want to go" (Brice-Finch, 1991, p.10).

Dandy (1991) describes research in actual classrooms " Teachers interrupt these children more frequently in their oral reading, call on them less frequently, give them less time to answer questions, provide less verbal feedback for their answers, and provide them with less eye contact and positive nonverbal attention" (pp. 128-129). Teachers that have subscribed to the deficit versus difference view, look upon variations from Standard English as awkward, needing immediate attention to correct the alleged deficit. Therefore, attributing inaccuracies to laziness, sloppiness or the natural disposition for the child to be wrong (p.130). In a survey of teacher's attitudes towards language differences, researchers Shuy (1975) and Campbell (1993) found that teachers associated lack of Standard English vocabulary with overall lack of vocabulary. If children failed to talk much at school and were not familiar with school scripts, related terms and the dynamics of the classroom, the teachers concluded that the children did not have sufficient vocabulary, for the classroom environment.

Dialect Shift

Most children regardless of their ethnicity start out as dialect speakers to some degree depending on their home environment. They often come to school speaking varieties of dialect that are not identical to the variety used in school. As children settle into the “language environment” of school, the school culture, and as they learn new ideas and more sophisticated ways to code their ideas, adjustments and or adaptations to listeners are demonstrated. It is during this time of language development and changes that children that speak Non-Standardized Dialect (NSD) such as AAE are said to undergo a “dialect shift” toward the dialect form spoken more widely in the school environment in which he or she participates. Previous studies have suggested that this dialect shift from the different varieties of NSD to the language environment of the school culture occurs between 7 and 8 years of age (Adler, 1993) (Fishman, 1991).

During elementary school years children’s language begins to reflect gender differences as well as undergoing a “dialect shift” (Craig & Evans, 1991); and research indicates that girls are more advanced in speech and language during the early years than are boys (Van Riper, 1992). Thus, speech is a learned behavior and spoken language is a functional form of social knowledge, therefore it stands to reason that communicative differences between males and females are manifestations of environment (Hulit & Howard, 1993).

Resistance to this dialect shift becomes more apparent within the confines of academic life and in many instances the use or production differences in the language seem to resist the most change. Children that exhibit such differences do not make the shift from their home environment language or the school environment language without

opposition. This is seen on both the conscious and unconscious level of children entering the school environment (Larosa, 1988). According to Mehan (1984) school success is not limited to academic matters; rather students must also know that certain ways of talking are appropriate in certain contexts.

The social consequences of belonging to a different dialect group can be subtle, but are very important. The attitudes of teachers, school personnel, and other students can have a tremendous impact on the education process. Often, people who hear a vernacular dialect make erroneous assumptions about the speaker's intelligence, motivation, and even morality. Studies have shown that there can be a self-fulfilling prophecy in teachers' beliefs about their students' abilities (Williams, 1976), (Campbell, 1997). If an educator underestimates a student's ability because of dialect differences, the student will not do as well in school, perhaps as a direct result of the negative expectations. In some cases, students are "tracked" with the so-called slower groups, or even placed in special classes for the mentally handicapped because of their vernacular speech patterns (Labov, W., 1972). In the process, the negative opinions may do damage to the student's self-concept.

Code Switching in Work Place

African American English has been the subject of debate in the workplace as well as in the schools as noted by the controversial Oakland School District "Ebonics" issue (do you have a citation here?). There are two major controversies that currently perpetuate, in the still unsettled matter of African American English. The first consist of the attempts to explain the linguistic differences between Black and White Children, and the second is focused upon the ramifications of speaking African American English.

Two divergent views exist pertaining to the use of African American English. The first adheres to the position that the use of African American English among Black children is important to the development and enhancement of a healthy self-concept (Terrell and Terrell,1983). The second view postulates that Black children who are encourage to speak African American English, are at a greater disadvantage in their attempts to be successful in both school and in obtaining employment (Clark, 1975) (Fromkin & Rodman, 1998).

Within the workplace, researchers Terrell and Terrell (1983) examined the differences in job offers as a function of whether interviewees spoke Black or Standard English during an interview. It was determined that those that consistently spoke African American English had shorter interviews than those that spoke Standard English. To encapsulate their findings, when those that spoke African American English were offered jobs they were at a substantially lower rate of pay than those that were offered jobs speaking Standard English. Therefore their results substantiate that using African American English in the workplace results in becoming economically disadvantaged than their white counter parts and/or Standard English speakers.

Based on the above studies, we can surmise that the majority of urban black youth do not recognize or have a concern towards the impact of dialect on speaking in academic and employment arenas. Therefore additional research is needed to determine the speaker's perspective and preferences for the use or non-use of Standard American English.

Purpose of the Present Investigation

The purpose of this study is to determine the Self Perceptions of Urban African American youth toward dialect in secondary education and prospective employment, regarding the use of code- switching. Therefore, this study will investigate the propensity towards identification with African American English and the use of Code-switching when placed within the environments of school and seeking future employment.

Research Questions:

- 1a. Will there be a difference in the means for Boys versus Girls for all questions and conditions combined, more than expected by chance?
- 1b. Will there will be an interaction between Gender by Question more than expected by chance?
- 2a. Will there be a difference in the means for Bank versus School settings for all conditions, more than expected by chance?
- 2b. Will there will be an interaction between Bank versus School by AAE/SAE by Gender more than expected by chance?
- 3a. There will be a difference in the means for AAE versus SAE more than expected by chance?
- 3b. Will there be an interaction between AAE versus SAE by Questions for all conditions, more than expected by chance?
- 4a.. Will there be a difference in the means given to Black versus Caucasian Professionals more than expected by chance?
- 4b. Will there an interaction between Black versus Caucasian Professionals confounded by Gender, more than expected by chance?

CHAPTER II

Method

This study was designed as a questionnaire. According to Schiavetti and Metz (1997) a questionnaire or otherwise known as a Survey Research Study, is designed to provide a detailed inspection of the prevalence of conditions, practices or attitudes in a given environment by asking people about them rather than observing them directly. The current study is a replication of an earlier study performed by Mitchener- Colston (1994), who attempted to determine the self-perceptions of Urban African American College students concerning their dialect. The current study was designed to survey Urban African American High School Students as it relates to the use of Code- Switching in both education and work environments.

Participants

The participants of this study included six male and ten female urban African American high school students who spoke African American English (AAE). Their ages ranged from thirteen to seventeen years old. The students were of average or better intelligence from a local urban High School and were identified by their English teacher as being speakers and writers of AAE. For research purposes, AAE was defined as the language “spoken by the majority of the Black children in the [school], which deviates from the Standard English grammar and phonology in fairly consistent ways (Cecil, 1988, p.35).” Students with learning disabilities or language disabilities did not participate in the study.

Materials

The materials used in the study included one RCA twenty five inch television set with a built in RCA Video tape player/recorder. There were a total of eight video taped scenarios, labeled A through H. Each set of four tapes, depicted a dialogue with a School Principal, which entailed two versions of the same script with a student speaking AAE and the same student speaking SAE. The other set to four tapes depicted a work setting, which entailed a Bank Manager interviewing for a Bank Teller position. Once again, two versions of the same script with a student speaking AAE and the same student speaking SAE were used in both scenarios.

Tapes labeled A and B depicted an African American adult female School Principal conversing with an urban African American male student speaking AAE and SAE in two versions of the same scenario. In tapes labeled C and D, a Caucasian depicted an adult male School Principal, conversing with an urban African American male student speaking both AAE and SAE. In tapes labeled E and F, the student spoke AAE and SAE in two versions of the scenario with the Caucasian adult female as a Bank Manager conducting an interview for a Bank Teller Position. Tapes labeled G and H depicted an African American Male Bank Manager interviewing for a Bank Teller position, once again the student spoke both AAE and SAE in two different videos.

For the purpose of this study, AAE (African American English) is defined as the language most closely associated with African-Americans. It is a systematic linguistic system, containing the linguistic features of semantic, phonologic, pragmatic, syntactic, and morphologic rules (Cecil, 1988, p.35); SAE (Standard American English) is defined

as the dominant dialect spoken most often by Educators and Businessman that carry on the affairs of the country (Webster 1999).

Each student completed eight questionnaires, which were labeled according to the content and presentation of each video (see Procedures). There were five questions placed on each questionnaire with a rating scale ranging from strongly agree to strongly disagree. Sixteen pre-sharpen pencils were also provided for the students.

Procedures

Each of the sixteen participants were identified as AAE speakers by their English Teacher. The parents of each of the participants were informed of the terms and conditions of the study. They were each asked to thoroughly read and sign an informed consent contract (Appendix B). Given that each student was above the age of twelve, a signed ascent form, as a condition of their agreement to participate in the study was also required (Appendix C). Therefore, both parental and student consent were ascertained before the students could participate in the study.

Prior to the students viewing the videos, the Principal Investigator reiterated the terms and conditions of the study (Appendix B) and advised each student that the study heavily depended on their individual opinions of the videos. They were encouraged to work independently throughout the study. The participants were each provided with 8 specially coded questionnaires in order to solicit a response regarding their self perception of how closely each scenario depicted how they would conduct themselves in each setting. Each participant was asked to choose between two versions of the scenario and answer, which would most closely resemble how they would conduct themselves in

each setting. The two settings were comprised of exigent dialog with the school Principal and an interview with a Bank Manager for a Bank Teller position.

The videos were viewed during the students' science and math class. Each of the students were seated in a semi circle so as to allow for easy distribution of the questionnaires. The first of four vignettes, which represented the use of code switching when speaking to a School Principal, was placed in the video tape player and labeled video A. It depicted an African American adult female as a school principal conversing with the urban African American male student speaking AAE. (Appendix D) outlines the scripts used in each scenario). After viewing the video the students were given the corresponding questionnaire labeled AAEB.01 (African American English speaker with Black listener). After each participant received a questionnaire, they were instructed to place the first three letters of their last name and the number .01 in the right hand corner of each questionnaire. This was done to help maintain confidentiality. After each questionnaire was collected from the students the next video labeled letter B was placed in the tape player. This video depicted an African American adult female as a school principal engaging in an exigent discussion with an urban African American male student speaking SAE (Appendix E). After viewing the video the corresponding questionnaires labeled SAEB.01 (Standard American English speaker with black listener) were distributed to the participants. Each questionnaire was collected and video labeled letter C was placed in the tape player. This vignette entailed a discussion between a male Caucasian Principal and an urban African American male student speaking AAE (Appendix D). The corresponding questionnaires labeled AAEC.01 (African American English speaker with a Caucasian listener) were distributed to the participants. The next

vignette labeled letter D, which depicted a male Caucasian principal conversing with an urban African American male student speaking SAE (Appendix E). The corresponding questionnaires labeled SAEC.01 (Standard American English speaker with Caucasian listener) were disseminated among the participants.

In total, there were four vignettes entailing two contrasting scripts, which had identical phrasing. Each portrayed an urban African American male student speaking both SAE and AAE to an African American Female and a Caucasian Male listener. Each vignette was approximately four to five minutes long. The principal investigator permitted up to ten minutes between each video presentation for completing each questionnaire.

The first of four vignettes, which represented the use of code switching in the work environment, was labeled video E. It depicted an African American adult male, as a Bank Manager, conducting an interview for a Bank Teller position with an urban African American male student speaking AAE (Appendix F). The corresponding questionnaire which, was labeled AAEB.01B (African American English speaker with Black listener as a bank Manager) was dispersed among the participants in the study. The next presentation labeled video F depicted an African American adult male as a Bank Manager, conducting an interview for a Bank teller position with an urban African American male student speaking SAE (Appendix G.) After viewing the video the students were given the corresponding questionnaire labeled SAEB.01B (Standard American English speaker with Black listener as a Bank Manager). The subsequent video presentation labeled G, consisted of a Caucasian adult female as a Bank Manager conducting an interview with a for a Bank Teller position with an urban African

American male student speaking AAE (Appendix F). The corresponding questionnaire labeled AAEC .01B (African American English speaker with Caucasian listener as a Bank Manager) were distributed to the participants. After each questionnaire was collected the last video labeled H was placed in the tape player. This vignette entailed a Caucasian adult female as a Bank Manager conducting an interview for a Bank Teller position with an urban African American male student speaking SAE (Appendix G).

The total data collection time was two hours. Each video presentation was four to five minutes long, while the eight questionnaires took approximately eight to ten minutes each to complete. Three additional minutes were added to the time to complete each questionnaire due to the need to compile the data in between videos.

Data Analysis

A mixed design ANOVA was used to analyze the effects of Gender of the speaker, of Bank versus School settings, African American English versus Standard American English (AAE vs. SAE), Black versus Caucasian interviewers/listeners and (responses to) individual questions.

A seven point scale was used as a criterion for rating each question, where “1” was considered the most unfavorable and was given a rating of strongly disagree and “7” was the most favorable and rated as strongly agree. A more detailed description can be provided in the

CHAPTER III

Results

The purpose of this study was to investigate young Urban African American attitudes toward the use of code-switching as it relates to success in school and future employment opportunities. The results of each research question examined in this study are presented separately below.

Questions relating to the use of Code Switching within both a school and employment environment were analyzed by Gender. This was related to the extent to, which language preference would be chosen, AAE or SAE while participating in an interview for a Bank Teller position and an exigent discussion with a School Principal.

A rating scale of one was marked by the participants to denote strongly disagree and a rating scale of seven was used to signify strongly agree. To determine the means of boy's versus girl's responses to the above questions, the data collected from six males and ten female participants were statistically analyzed using SPSS 10.0. A bi-variate correlational analysis was performed, at a level of significance set at 0.05 (2-tailed).

The following questions were analyzed;

- 1. This person's speech most closely resembles how I speak?*
- 2. This is how I would speak in this situation?*
- 3. It is important to change the way I speak in different settings such as, in the classroom.*
- 4. It is important to change the way I speak in different settings such as, participating in a job interview.*
- 5. I would give this person a high prestige rating.*

Each participant both male and female was presented with four contrasting vignettes, one detailing the use of African American English and the other Standard American English spoken by an urban African American male student.

Research Question 1a: Will there be a difference in the means for Boys versus Girls for all questions and conditions combined, more than expected by chance?

Analysis by Gender

The main effect Means for boys and girls for all questions and conditions combined were 4.050 and 4.875 respectively, the SD = .622, .619 respectively. The Null Hypothesis is not rejected ($F= 6.614$) and $df = 1,14$, $p < .022$.

The girls gave a higher mean rating to all questions and conditions combined, which mean that the girls gave a higher rating than their male counterparts, whether they observed AAE or SAE.

Research Question 1b: Will there will be an interaction between Gender by Question more than expected by chance?

The means for each question by gender are in Table 1. The Null Hypothesis was rejected ($F=2.599, df= 4/56, p=.046, p < .05$). The significant interaction shows that boys and girls do not give parallel answers for the five questions. For questions 1 through 4 the girls clearly had higher ratings, but on question 5 (prestige or high self esteem), the gender ratings were nearly the same. This last similarity seems to be the source of the interactions.

Gender by Question Interaction

TABLE 1

Gender	Questions	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1.00	1	3.500	.276	2.907	4.093
Males	2	3.708	.279	3.109	4.308
	3	4.167	.381	3.349	4.985
	4	4.563	.392	3.722	5.403
	5	4.313	.302	3.664	4.961
	2.00	1	4.175	.214	3.716
Females	2	4.438	.216	3.973	4.902
	3	5.300	.295	4.666	5.934
	4	5.988	.304	5.336	6.639
	5	4.475	.234	3.973	4.977

Research Question 2a: Will there be a difference in the means for Bank versus School settings for all conditions, more than expected by chance?

Analysis within Group Effects

The main effect means and standard deviations for Bank versus School were 4.58 and 4.35 respectively for all conditions with a Standard Deviation of .6 and .828 respectively. The Null Hypothesis was not rejected ($F = .604$, $df = 1, 14$, $p = .449$ and $p > .05$). There was no difference between the ratings given for Bank versus School setting.

There were no significant interactions for the Bank versus School dimensions and other variables except for the 3-way interaction below.

Research Question 2b: Will there will be an interaction between Bank versus School by AAE/SAE by Gender more than expected by chance?

The Null Hypothesis was rejected ($F = 5.87$, $df = 4/56$, $p = .001$). It is difficult to describe the uneven effects of Bank versus School by AAE versus SAE by question type. However there is a tendency for SAE to get a higher rating.

The means and standard error for interactions of Bank versus School setting by Questions and the use of AAE versus SAE are in Table 2.

BANK versus SCHOOL by AAE versus SAE by QUESTIONS

Table 2

Bank (1) School (2)	AAE (1) SAE (2)	Question	Mean	Std. Error	Lower Bound	Upper Bound
1	1	1	3.408	.319	2.724	4.092
		2	3.067	.304	2.414	3.719
		3	5.008	.230	4.515	5.502
		4	5.358	.338	4.632	6.084
		5	3.958	.302	3.310	4.607
	2	1	4.633	.246	4.105	5.161
		2	5.392	.279	4.794	5.989
		3	4.517	.284	3.908	5.126
		4	4.975	.291	4.352	5.598
		5	4.958	.258	4.405	5.111
2	1	1	3.033	.340	2.305	3.762
		2	3.125	.423	2.217	4.033
		3	4.458	.358	3.690	3.762
		4	5.175	.392	4.334	6.016
		5	4.017	.348	3.270	4.763
	2	1	4.275	.236	3.768	4.782
		2	4.708	.218	4.241	5.175
		3	4.950	.312	4.282	5.618
		4	5.592	.243	5.071	6.112
		5	4.642	.263	4.077	5.206

Research Question 3a: Is there a difference in the means for AAE versus SAE, more than expected by chance?

AAE versus SAE Analysis

The means and standard deviations for AAE versus SAE were 4.061 and 4.864 SD= .688 and .78 respectively. The Null Hypothesis was rejected, ($F = 20.071$, $df = 1,14$ $p = .001$). There was a difference between AAE versus SAE .

The means for AAE was somewhat lower than SAE for the formal setting which involved Bank and School settings.

Research Question 3b: Will there be an interaction between AAE versus SAE by Questions for all conditions, more than expected by chance?

An Analysis of the use African American English (AAE) versus Standard American English (SAE) by urban African American students was investigated by presenting four vignettes with two contrasting scenarios, one depicting an urban African American male student speaking AAE while conversing with a School Principal and participating in an interview for a Bank Teller position. The other depicted the same student speaking SAE under the same conditions. Each respondent/participant was asked to use a rating scale of one for strongly agree and 7 for strongly disagree for the following questions numbered from 1 to 5.

1. *This person's speech most closely resembles how I speak?*
2. *This is how I would speak in this situation?*
3. *It is important to change the way I speak in different settings such as, in the classroom?*
4. *It is important to change the way I speak in different settings such as, participating in a Job Interview?*

5. *I would give this person a high prestige rating?*

The means and standard deviations for interaction AAE versus SAE by Questions are in Table 3.

The Null Hypothesis was rejected ($F=9.332$, $df = 4/56$, $p<.001$). The significant interactions occurred because there are more favorable ratings given to SAE speaker but they vary widely by the nature of the questions. For question 3 AAE and SAE were rated exactly the same.

AAE versus SAE by QUESTION

Table 3

AAE vs SAE	Question	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
AAE1	1	3.221	.283	2.614	3.828
	2	3.096	.311	2.429	3.763
	3	4.733	.260	4.176	5.291
	4	5.267	.301	4.621	5.913
	5	3.988	.256	3.439	4.536
SAE2	1	4.454	.217	3.988	4.920
	2	5.050	.216	4.587	5.513
	3	4.733	.261	4.173	5.293
	4	5.283	.219	4.813	5.754
	5	4.800	.233	4.300	5.300

Research Question 4a: Will there be a difference in the means given to Black versus Caucasian Professionals more than expected by chance?

The means given to Black versus Caucasian were 4.448 and 4.477 SD= .596 and .804 respectively. The respondents did not show a mean difference between the Black versus Caucasian Professionals.

Research Question 4b: Will there an interaction between Black versus Caucasian Professionals confounded by Gender, more than expected by chance?

An examination of the respondents/participants attitudes toward Black listeners versus Caucasian listeners confounded by gender was investigated. This was accomplished in two ways; the participants were presented with eight videos and then were asked to complete a questionnaire after each presentation. Each pair of videos contained contrasting scenarios depicting either an African American male/female or a Caucasian male/female, portraying a School Principal or a Bank Manager.

The purpose for using contrasting race and gender roles as authority figures was to determine if race and gender would play a confounding role in the degree to which the respondents/participants would choose to use code-switching in formal settings, such as when conversing with a School Principal and participating in a Bank Teller job interview.

The means given to Black versus Caucasian were 4.448 and 4.477 respectively and the standard deviation (SD) was .596 and .804 respectively. The Null Hypothesis was not rejected ($F = .036$, $df = 1,14$ $p = .852$ $p > .051$).

The means and standard deviations for interaction Black versus Caucasian Professions by Questions are in Table 4.

BLACK versus CAUCASIAN PROFESSIONALS by QUESTION

Table 4

LIST BK/CA	QUESN	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1	1	3.638	.175	3.262	4.013
	2	4.008	.196	3.587	4.430
	3	4.888	.266	4.318	5.457
	4	5.317	.274	4.728	5.905
	5	4.392	.206	3.949	4.834
2	1	4.037	.209	3.590	4.485
	2	4.137	.203	3.703	4.572
	3	4.579	.241	4.062	5.096
	4	5.233	.271	4.652	5.815
	5	4.396	.269	3.818	4.974

Chapter IV

Discussion

The purpose of this study was to investigate young Urban African American's attitudes toward use of code-switching as it relates to success in School and Future Employment Opportunities. The study was three fold, in its conception to determine if Urban African American Teenagers, would choose to use African American English (AAE) or Standard English (SAE) when conversing with an authority figure, such as a principal or participating in a job interview. The second aim of this study was to determine if Urban African American teenagers would judge the use of Standard American English as beneficial for their individual future success in school and employment opportunities. The third component was to determine if the gender and or race of the participants and adults listeners in the video would confound the results of the study.

Gender

The African American students in the study did show an overall gender difference in their ratings. The girls gave a higher rating by question, on the average but the interactions resulting from the other dimensions by gender show a more complex picture. The girls preferred SAE compared to the boys in a formal situation such as conversing with a School Principal and participating in a Bank Teller job Interview. This is further substantiated by the literature of Craig & Evans (1991) which stated, that during elementary school years children's language begins to reflect gender differences. In the literature presented by Wolfram (1986), it was suggested that differences in the use

of African American English by gender is most likely the result of degree to which black males correlate masculinity with the frequent use of nonstandard dialect forms such as African American English.

Table 1 shows the interactions of Gender by individual questions. It reveals that boys' versus girls' individual responses to the questions were rated differently due to their individual association with the urban youth's vernacular, or the urban youth presented in the video. The fact that the speaker in the video was an urban African American Male suggests that the boys more closely identified with youth presented in the video tape. The fact that the girls rated the use of SAE higher than AAE overall suggest that they were more skilled in their perception of how a change in an environment, may warrant the use of code-switching more than their male counterparts.

Bank versus School settings

The main effect means of Bank versus School setting revealed that the participants/respondents demonstrated no preference in the use of code-switching in either the Bank or the School setting.

The difference in the means of Bank versus School settings by Questions demonstrated that there was a significant interaction between the two formal settings. The difference between questions three and four which were whether it is important to change the way I speak in School and while seeking employment, suggest that the participants focused more directly on the adult Professionals rather than the difference between the settings.

AAE versus SAE

The main effect means demonstrated a difference in the preferential use of SAE over AAE within the formal settings of Bank versus School.

There was also a significant interaction involving the individual questions by AAE versus SAE. This suggests that the students did treat the questions differently depending on the use of AAE versus SAE by the speaker, but with the confounding component of Bank versus School setting being involved, it is believed that the significant interactions occurred because the participants gave a more favorable rating to the young Urban African American's use of SAE. Yet the individual responses varied widely by the nature of the questions, for example, the rating given to question 3, involving the usage of AAE versus SAE were rated exactly the same. It is also presumed that the design of the individual questions played a substantial role in how the participants rated each of the questions.

To understand the intentions of the raters, it may be helpful to consider the nature of each of the questions that were rated. Therefore the individual questions, which were presented to the participants are below, each participant was asked to give a rating of 1 for "strongly disagree" and 7 for "strongly agree".

Individual Questions

1. This person's speech most closely resembles how I speak?
2. This is how I would speak in this situation?
3. It is important to change the way I speak in different settings such as, in the classroom?
4. It is important to change the way I speak in different settings such as, participating in a job interview?
5. I would give this person a high prestige rating?

The differences in how the participants rated each question except for questions 3 and 4 agree with the literature by Mehan (1984) which states that school success is not limited to academic matters; rather students must also know that certain ways of talking are appropriate in certain contexts, which for the African American, may include shifting dialects or what is better known as code-switching between AAE and SAE.

Black versus Caucasian Professionals

For the question by professional interaction, which is presented in Table 4, it is clear that the difference in Black and Caucasian Professionals affected the rating but not so clear as to why. This is because there was no difference in the means given to Black versus Caucasian Professionals confounded by Gender. It is important to note here that the lack of significance between race and gender states that the participants rated the professionals based on their role as an authority figure and not by the color of their skin or gender.

The results of this interaction is supported by the literature presented by Adler (1987, 1993) and Fishman (1991), which states that is it is during this time of language development and changes that children that speak Non-Standardized Dialect (NSD) such as AAE are said to undergo a “dialect shift” toward the dialect form spoken more widely in the school environment in which he or she participates.

Implications

The results of this study suggest that the self perceptions of the use of code – switching by Urban African American students would vary depending upon the gender of the student and the setting in which the use of code-switching would be warranted. Ford

and Harris (1996) suggest that African American students, in particularly urban African American students who feel understood, accepted, and respected for whom they are, are more likely to be motivated to achievement in both school and work environments. This is further substantiated by the lack of a significant interaction between Black versus Caucasian professionals. The fact that race or gender failed to played a substantial role in the student's choice of vernacular represents that the students are more aware of the need to code-switch in different environments rather than to allow race or gender to affect how they would speak different settings.

Limitations to the Study

There were several limiting factors that should be taken into consideration. The first of which is the confounding component of the Hawthorne Effect. This is the extent to which the subject's knowledge that they are participants in study, affects the results. This was seen in the variations between responses provided for Research question 3a and 3b, which involved the analysis of AAE versus SAE and the interaction of AAE versus SAE by question. Research question 3a and 3b both resulted in the rejection of the Null Hypothesis, yet after a detailed analysis of the individual questions was conducted the results demonstrated an uneven distribution among the answers given by the respondents/participants for Research question 3b.

The most considerable limitation to the study was the amount of time it took to collect the data. As stated previously the total data collection time was two hours. Unfortunately, the previewing and completion of the questionnaires took place before

lunch, and the participants began to ask how many remaining videos and questionnaires there were. Based on the difference between the latter and former responses to the questionnaire, the participants began to mark neither agree nor disagree more frequently. Although snacks were provided, the influence of time and hunger may have affected the end results of the study.

Suggestions for Further Research

Further research is warranted in this area of the self perceptions of young adults as it relates to the use of different dialects in a mainstream society. The use of language and how it is used to relay information, express emotions and ascertain our individual needs is critical to the conceptions of how they are communicated. Therefore gaining knowledge in how differently people use language is of the utmost importance. In light of this, a study replicating the use of code-switching with another ethnic group and their attitudes towards the usage of Standard American English, over their community dialect would be beneficial. Similarly this study could be replicated as a longitudinal study by way of repeating the same measures with this group of students as seniors in high school.

In relation to gender analysis, it is not certain if the use of a young African American male throughout the study as the speaker of both AAE and SAE confounded the results. Therefore further research would be needed to determine this by representing a young African American female using both AAE and SAE vernacular.

Future research would also be warranted in redesigning the questionnaire. This is largely due to the responses given by the participants in the Bank versus School setting. The significant interaction represented in Table 3, would require an additional study to

test any ideas about how the setting faintly influenced the ratings of AAE versus SAE across the 5 questions with more emphasis placed on the design of the question and how it would relate to the different formal settings.

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APPENDIX A:
Letter to the Parents

To the Parents of Community 112

Hello, my name is Lynda McGee. I am a second year graduate student at the University of Cincinnati. I am writing you in regards to a research study that I will be conducting in the class room of Mrs. Fanta Davis at Clarke Montessori, entitled, "The use of code-switching as it relates to success in school and future employment opportunities". Your child's participation will be greatly appreciated, as it will help with providing a better understanding of how to improve children's success in school and success with future employment issues.

Enclosed you will find two separate consent forms for both you and your child. Please have your child read the consent form marked student, as I will need their permission as well as yours in order to proceed with the study.

Thank you, in advance for your time and consideration.

Sincerely,

Lynda McGee

APPENDIX B:

Informed Consent

**University of Cincinnati
Consent to Participate in a Research Study
College of Communication Sciences and Disorders
Lynda McGee**

(513) 321-9242/ Mcgeelk@email.uc.edu

Title of Study: The Use of Code-Switching as it relates success in school and future employment opportunities

Introduction: Before you agree to allow your child to join this study, it is important that you read this paper and understand what the study is about. This paper explains why the study is being done, what will happen during the study, and how it can help you and your child. This paper also explains that you have the right to withdraw your child from the study at any time. It is important to understand that I cannot guarantee what the results of the study will be.

Purpose: This study is being done to obtain information on the way Urban African American Teenagers think about the use of Standard American English and how it may be connected to their success in school and future employment opportunities. Your child will be one of approximately forty five participants taking part in this study.

Duration: This study will last for 90 minutes.

Procedures: All participating students will be placed in one classroom (Math and Science) for 90 minutes. The children in the class room will be both male and female. The children will not be any younger than twelve and no older than seventeen years old. The maximum number of students in the class will not exceed the total number of students on the attendance list. The way they will be chosen to participate in the study will be based on their enrollment as a student in Cincinnati Public Schools and Clarke Montessori. The students will watch 8 videos showing 4 separate contacts with a teacher or principal and 4 interviews with a prospective employer. They will be given a questionnaire to fill out, asking them to choose which video shows how they would behave in each setting.

Risks/Discomforts

There is no risk or discomforts to the children that will join this study.

APPENDIX C:

Student Assent Form

Hello my name is Lynda McGee. I am a student at the University of Cincinnati. I am working on a research project as a requirement for my graduation. In order to fulfill this requirement I am asking for your help. I will be coming into your math and science class room and will be showing you 8 videos of an African American student in two different settings. One will be talking to a teacher or principal at school and the other will be a job interview. I would like for you to watch the videos and then answer some questions about the videos. If you agree now and then decide in the class room that you do not want to watch the videos that will be ok, you have the choice to change your mind at any time, as well as I have the choice in the class room to ask you not to participate.

If you agree to participate in the study, please sign your name below with your age, as well as mark gender.

Thank you, very much for your participation.

Sincerely,

Lynda McGee

I agree to participate

Student Name

Age_____

Gender - Male_____ Female_____

APPENDIX D:

School Scenario-AAE

Child speaking AAE- Yo Mr. Williams, the other Teacher, they be said you wanna see me? (omission of plural s)

Principal- Yes, come right in and have a seat.

Principal- I wanted to talk to you about your grade in Calculus and if you would like to take advantage of free tutoring after class. I know you have Band practice but I think Calculus is more important.

Child speaking AAE- I been had some tutoring before, plus the Teacher do dumb stuff, it, not my fault.

Appendix E:

School Scenario -SAE

Child speaking SAE- Hello Mr. Williams, Mr. Smith said you wanted to see me.

Principal- Yes, come right in and have a seat.

Principal- I wanted to talk to you about your grade in Calculus and if you would like to take advantage of free tutoring after class. I know you have Band practice but I think Calculus is more important.

Child speaking SAE – Yes Sir, but I have had tutoring before and it really did not help, plus I think it's the way the class is being taught.

APPENDIX F:

Bank Scenario - AAE

Bank Manager: Hello Joshua, my name is Mrs. Smith, are you here for the Bank Teller position?

Josh: Yea

Bank Manager: Please come in and have a seat. How are you doing today

Josh: I 'aight

Bank Manager: How did you fine out about this job?

Josh: They was telling me bout it at the Job office

Bank Manager: What school did you attend, and when did you graduate?

Josh: Taft High School and I been had my diploma a year ago.

Bank Manager: Tell one positive thing about yourself and why do you want this position?

Josh: Since I been graduated a year ago, I'd been looking for the right job to help me earn more money so I can stay in school and still keep my apartment. I work hard and I always on time.

APPENDIX G:

Bank Scenario - SAE

Bank Manager: Hello Joshua, my name is Mrs. Smith, are you here for the Bank Teller position?

Josh: Yes

Bank Manager: Please come in and have a seat. How are you doing today?

Josh: Fine and how are you?

Bank Manager: How did you hear about this position?

Josh: I was informed about this position at the employment office.

Bank Manager: What school did you attend, and when did you graduate?

Josh: I graduated a year ago from Taft High School.

Bank Manager: Tell one positive thing about yourself and why do you want this position?

Josh: I am a very hard worker, I am never late and I need this position to help pay my school tuition.