

Chapter 12 Time and Time Again: Tense, Aspect, and Finiteness

Additional paper or project ideas

1. Mini-lesson. Consult at least two of these sources (see reference list for full bibliographic entries): Edwards (1991), Dayton (1996), Green, (2002, 2011), Labov (1998), Terry (2010). Then, create a mini-lesson on completive *done* in AAE for your peers. This should include an overview of the grammatical features, their patterns, their usage, and some exercises for your peers where they must apply what you have explained.
2. Grammatical features on social media. Collect instances of memes and other social media posts that make use of non-sE grammatical features. You'll want to have at least ten examples. Then analyze the use of the specific features. Why do you think the meme creator/user has opted to use the grammatical feature in question? What effect does it have? Could another dialect have had the same effect? Is it ever problematic to use non-sE features in memes?
3. Grammatical features in literature. Analyze one of your favorite books for any dialect features that might be used throughout the text. Which features are used? What is their effect? Which characters use which dialects?
4. Grammatical features in movies/TV shows. Analyze one of your favorite movies or TV shows for any dialect features that might be used throughout the text. Which features are used? What is their effect? Which characters use which dialects?
5. Disney and Dialects. Read the two articles below on dialects and Disney movies. Summarize their main findings and write a 3-page response to it.

Kjeldgaard-Christiansen, J., Boyd, Z., & Hejné, M. (2024). Teaching children to discriminate? A quantitative study of linguistic representation in Disney's "Revival Era" animated films. *MedieKultur: Journal of Media & Communication Research*, 40(76), 181–202.

Lippi-Green, R. (1994). Accent, Standard Language Ideology, and Discriminatory Pretext in the Courts. *Language in Society*, 23(2), 163–198.
<http://www.jstor.org/stable/4168513>
6. Survey. To learn about the general public's understanding of grammatical features of different dialects, select a variety of the example sentences from all dialects presented in this unit, including sE. Provide two to three possible interpretations for each sentence and ask participants to select which interpretation of the sentence they think is correct. You could also add questions that ask participants to tell you whether they think the sentences are grammatically correct or not. Analyze your results and prepare a presentation for your peers.
7. Dialect maps. Consult the online resource *Yale Grammatical Diversity Project English in North America* (<https://ygdproject.yale.edu/>). Review the information for two grammatical features of your choice. Then, examine the maps of where these features are used within the US. What do the maps tell you?
8. Dialects and Educators. Consult the resources available at the *Online Resources for African American Language* (<https://oraal.uoregon.edu/>). In the section on "Resources for Educators" (<https://oraal.uoregon.edu/resources/educators>), pick three or four videos to learn more about African American English/Language. Summarize the main ideas and share them with your peers.

9. Variation within Black English: Review Carmen Fought's (2006) chapter on Black English in South Africa in *Language and Ethnicity*. How is the grammatical system similar to/different from AAE, MAE other US English dialects?
10. Read Zora Neale Hurston's *Jonah's Gourd Vine*, or another one of her works. Examine the characters' speech and identify as many AAE features as you can find. Which ones are more frequently used/less frequently used? Which characters use more/fewer AAE features?
11. Create a story. Write a story. Number each line (the minimum is 12 lines since there are 12 English tense and aspect forms). Make sure to have at least one sentence for each tense and aspect form. You may have sentences with duplicate tense and aspect forms, but you must have at least one sentence for each English tense and aspects: 3 simple tense, 3 progressive tenses, 3 perfect tenses, and 3 complex tense and aspects. Copy and paste your story and then make an answer key for the twelve different tense and aspect verb phrases. After each verb phrase, tell whether the verb is finite (F) or non-finite (N-F). If F, tell the tense. If N-F, tell the aspect.

Example:

Story (full story first):

- 1) The bear **jumped** over the mountain.
 - 2) He **wanted to jump** over the sun, but he **was** not able.
 - 3) Now, he **is jumping** over small items **to practice**.
- And so on . . .

Second add the answer key:

- 1) The bear **jumped** (F, simple past) over the mountain.
- 2) He wanted (F, simple past) to jump (N-F, full infinitive) over the sun, but he **was** (F, simple past) not able.
- 3) Now, he **is** (F, present) **jumping** (N-F, progressive aspect) over small items to practice (N-F, full infinitive).