

CONTENTS

Acknowledgments	vii
1. The Question	1
1.1. The Adolescent Peak Hypothesis: Linguistic Life Cycles and Language Change	4
1.2. Outline	16
2. Life-Stage Variation: Evidence from Ethnographic Studies and Second-Dialect Research	19
2.1. Child Language Variation	21
2.2. Adolescents	25
2.3. Emerging Adults	29
2.4. Adult Second-Dialect Acquisition and Longitudinal Research	32
2.5. Sociolinguistic Motivations and Restrictions on Life-Span Change	35
3. Contextualizing African American English Vowels	37
3.1. Description of the African American English Vowel System	38
3.2. Social Evaluation of African American English Vowels	43
3.3. African American English Vowels and Sound Change	48
3.4. The Linguistic Ecology of Frank Porter Graham	56
3.5. Chapter Summary	72
4. The Database and the Analysis	73
4.1. Frank Porter Graham Project	73
4.2. Sound File Selection	81
4.3. Independent Variables Considered in the Analysis	87
5. How Do Children Change Their Vowel Pronunciations as They Age?	91
5.1. Statistical Analysis for Group Change across Time	92
5.2. Analysis of School Demographic Data	95
5.3. Group Results for Four Time Points	101
5.4. Individual Change	118
5.5. Conclusions	122

6. Stable Systems and Lifetime Change: A Comparison across Linguistic Subsystems	123
6.1. Group Level Comparisons for Trajectories of Morpho- syntactic, Consonantal, and Vocalic Change	124
6.2. Case Studies	132
6.3. Factors That Contribute to Differential Patterns of Linguistic Change across the Life Span	140
6.4. Conclusions	143
7. The Nature of Variation and Life-Stage Change	145
7.1. The Many Paths through Adolescence: Implications for Apparent-Time Analyses of Sound Change	146
7.2. Ethnolectal Vowel Variation in Context	149
7.3. The Complexity of Stability	150
7.4. Conclusions and Further Directions	151
Appendix 1: Segregation Indices for Durham and Chapel Hill	153
Appendix 2: Individual Vowel Charts	157
Appendix 3: Normalized Vowel Trajectories	167
Notes	187
References	195
Index	213