CONTENTS

RESEARCH ARTICLES

SHORT ESSAYS

Everyone’s a Dude: The Gender Neutrality of the Vocative ‘Dude’  
Brandon Papineau………………………………………………………….. 5

Lingtroversion: How Do Introverts and Extroverts Learn Languages Differently?  
Pat Goodridge…………………………………………………………………… 8
Volume 4 Issue 1  August 2017

EDITORIAL STAFF

Caroline Forrest  Student Editor
Jennifer Nessel  Copy Editor
Jennifer Ewald  Faculty Editor
Joanne Piombino  Technical Support Specialist

Journal Website:
http://www.sju.edu/int/academics/cas/linguistics/journal.html

EDITORIAL REVIEW BOARD

Carlo Cinaglia  University of Pennsylvania
Henry George  Drexel University
Dana Mingione  Saint Joseph’s University
Laura Ostrowski  Saint Joseph’s University
Explorations in Linguistics: An Online Journal of Undergraduate Research is published every year by the Linguistics Program at Saint Joseph’s University in Philadelphia, Pennsylvania, U.S. Its goal is to promote undergraduate student research in all areas of linguistics. The journal is directly overseen by an undergraduate student editor and reviewers with input from linguistics faculty.

SUBMISSION INFORMATION
Submissions are welcomed from undergraduate student authors currently specializing in any discipline (authors are not required to be linguistics majors or minors). In addition, students who have graduated from an undergraduate institution within the last 12 months and/or who have not completed more than two semesters of graduate school are also invited to submit their work for review. Papers co-authored by faculty/student teams are not permitted though it is understood that a submission that originated as a class project will have benefitted from faculty input; nevertheless, faculty cannot serve as co-authors. Please see the Guidelines for Authors website for more information.

Each submission is peer-reviewed by at least three members of the Editorial Review Board: typically two undergraduate students and a faculty member. Other than the Student Editor, peer reviewers will follow a double-blind review process; that is, the identity of the author(s) will not be disclosed to the reviewers and the identity of the reviewers will not be disclosed to the author(s). Following the review process that usually takes between 2-3 months, the author(s) will receive one of three publication decisions regarding the submission: (1) accepted with minor revisions in language and/or content, (2) request to resubmit with major revisions in language and/or content, or (3) rejected.

Specific questions should be sent to the Editor:
ExplorationsInLinguistics@sju.edu
Everyone’s a Dude: The Gender Neutrality of the Vocative ‘Dude’

Brandon Papineau, University of Edinburgh

Brandon Papineau is currently a sophomore at the University of Edinburgh, where he studies Linguistics. He likes to go to the theatre to see shows and learn dying languages in his spare time. He hopes to one day achieve a PhD in linguistics and use it to help preserve minority languages.

During a political conversation with my aunt and grandparents about ten months ago, I referred to my aunt as dude, which, according to the Oxford English Dictionary Online, is used to refer to “A man who shows an ostentatious regard for fashion and style in regard to dress or appearance” (“Dude”, 2016) in a moment of disagreement. My family members scoffed at my use of the word dude to refer to my aunt. I attempted to defend my choice in lexicon by explaining that both men and women can be referred to as dude; however, this justification was met with laughter, and I was quickly told not to do it again. But to me, a born-and-raised Californian, it seemed calculated to reserve dude simply for men.

Traditionally speaking, dude is a gender-encoding noun. Recently, however, the word has come into colloquial speech when addressing a person of any gender, as many of my friends confirmed when I questioned them regarding their own usage of dude. Additionally, dude does not have to be used exclusively for people. I myself have been known to refer to my (female) dog as dude when she is misbehaving. The limitations of who (or what) might be considered a dude have even been seen to reach into the realm of the inanimate, such as in an instance where an object is causing one frustration (e.g., shouting “Come on, dude!” at an over-zealous toaster), a situation in which both my friends and I have admitted to participating.

Although dude is usually associated with the United States, more specifically with Californian surfer speak, it originates from Mexican and African-American men in the 1940s. White Americans eventually adopted it, following the “well-worn linguistic path from stigmatized groups” into the speech of the masses (Kiesling, 2004, p. 284). Kiesling posits that the word rose in popularity, because it allowed men to refer to each other in a way that simultaneously reinforced “masculine solidarity” while also ensuring it did not imply homosexuality. These combined attributes made the term a perfect candidate for a masculine address, although recently it has begun to rise in popularity with females, as Kiesling suggests, though women show a tendency to use the word with other women more frequently than they use it with men. (2004). It is possible that the growing use of dude among women has to do with older, female forms of the word, such as dudette and dudess having fallen into
disuse.

Despite the associations that come with 
_italic_dude_, the word appears to have made its way across the Atlantic. Several of my friends at the University of Edinburgh, where I attend school, have confirmed that _dude_ exists in casual conversation, and that its usage can be gender neutral. This is likely a result of the influence and prevalence of American media that permeates English-speaking society; it would be interesting to investigate whether or not this term extends to other parts of the English-speaking, or non English-speaking worlds. As can be seen from these brief forays into investigation on the topic, the neutrality of _dude_ knows no bounds, be they geographical or linguistic.

Yet, despite the correlation, the term remains gender bound in certain scenarios. As the OED notes, it is typically only used in a gender-neutral fashion when used vocatively (e.g., "Knock if off, dude" can be said to both males and females). When asked if they would use _dude_ to refer to a third party regardless of gender, my friends informed me that they would use the word exclusively for males (e.g., saying "Look at that dude" would be inappropriate if the referent was female). Interestingly, third person references with a noun such as _dude_ require the usage of a determiner of some sort in English, such as _this_ or _a_, and it is possible that this determiner ‘re-codes’ the term as gendered in the mind of the speaker. This is a syntactic-semantic anomaly that certainly merits further research and study.

Additionally, there exists the issue of interpretation when using _dude_ as a gender-neutral form of address. As can be seen in my opening anecdote, it is possible for women to take offence to being called _dudes_ vocatively, though most of the female friends my age who I asked expressed no negative feelings towards being addressed in this way. Transgender individuals who identify as female-to-male may also take offence to the word, since there is a danger of misgendering. This hesitation towards accepting the _dude_ label has been expressed on sites such as Reddit, with one user with the screenname Akekazori making the comment that “It really bothers me, and most usually insist it's not meant offensively, but it doesn't hurt any less (2015).”

However, despite the issues with its newly-acquired gender-neutral nature, the word _dude_ continues to gain popularity as a genderless term of address. Perhaps this is due to the enticing role Kiesling claims it fills, or perhaps it is due to the modern age’s ever gender-inclusive society. Both possibilities, along with the terms’ reception across gender identities, are topics that further research could help to test.

Whatever the reason for its rise in popularity, however, it seems that the title of American ska band Less Than Jake’s infamous song, “We’re All Dudes (featuring Kel Mitchell),” may soon ring true in the minds and mouths of many.
References

https://www.reddit.com/r/asktransgender/comments/2ly1ve/oh_i_call_everybody_dudemanbro/?st=j62p3vnr&sh=5934d135

http://www.oed.com

Lingtroversion: How do introverts and extroverts learn languages differently?

Pat Goodridge, University of Pennsylvania

Pat Goodridge is a recent graduate (2017) of the University of Pennsylvania, where he studied linguistics within the country’s first modern linguistics department. He likes to play chess and learn languages. This fall, he will pursue graduate work at Stanford in Russian, East European, and Eurasian Studies on a FLAS fellowship.

Personality is identified as a significant variable in the acquisition of L2 foreign languages (Busch, 1982; Wakamoto, 2000). Studies have attempted not only to connect L2 acquisition with general personality, but also to relate L2 acquisition to specific dimensions of personality, including: creativity, emotional intelligence, motivation, foreign language anxiety, and perfectionism. Within the domain of personality and L2 learning in the past 10 years, extroversion-introversion has joined this list of personality topics of interest to researchers.

This binary, popular in psychology, refers to a difference in temperamental disposition toward social interaction. “Extroverts” are those individuals energized by social activities in stimulating environments; “Introverts”, on the other hand, are those more quickly drained by such interaction, and generally prefer solitary activities like reading and writing (Wakamoto, 2000). The biological difference between these two dispositions has been linked to cortical arousal (Eysenck, 1979). Furthermore, differences in learning style, memory, and academic achievement have been observed between individuals in the two groups. An abundance of evidence suggest that these differences greatly impact how those of each type to learn second languages.

Research has thus far established a positive correlation between extroversion and oral L2 proficiency, with the exception of pronunciation accuracy (Rossier, 1975). In L2 writing tasks, on the other hand, introverts showed consistently superior performance; there is additional evidence that introverts perform better on L2 grammar, spelling, and reading comprehension tasks. This literature would suggest a pattern: extroverts perform better in tasks related to direct social interaction involving an L2 language; introverts excel in comprehension, and in solitary aspects of language study. Despite the current evidence, there are still key areas of research that remain unexplored; one such neglected area is vocabulary learning.

Little research has focused on vocabulary learning, with the exception of a study by Sarani, Abousaeedi & Ahmadian (2011), which showed that extroverts use a greater range of vocabulary learning strategies. However, there is reason to
believe that introverts are actually more effective at L2 vocabulary acquisition. First, introverts prefer to use analytical strategies, which involve focusing on form, grammatical accuracy, and the discrete parts of words and sentences. These strategies are likely more effective than the extrovert learning strategies that engage oral communication, and what Rossier (1975) calls “larger chunks of language,” since studies show that oral production does little to actually facilitate vocab learning. This would seem to give introverts an advantage in terms of both learning vocabulary acquisition through written vocab lists as well as an advantage on tests of those words, supported by evidence that introverts both prefer and perform better on written tests than do extroverts (Wakamoto, 2000). Introverted preference for learning languages alone helps to explain their superior performance on written, solitary tests. This also applies to L1 vocabulary, which introverts are shown to acquire more effectively. Introverts are also shown to have better L2 reading comprehension skills than extroverts, a significant advantage given the importance of reading to second-language vocabulary acquisition; therefore, this trend suggests better vocabulary acquisition abilities in both L1 and L2 acquisition.

These findings do not suggest that introverts learn languages more effectively outright; they only suggest that certain features of the introverted cognition and learning style may give introverts an advantage in certain aspects of L2 learning; however, in the same way, extroverted penchant for the interactive nature of second-language learning may provide them with an advantage in gaining fluency. Based on these findings, the differences between introverts and extroverts extend into the realm of foreign language learning, the implications of which will be a topic of research for years to come.


