Seminar in Sociolinguistics

Lecture (4)

Linguistic Varieties And Multilingual Nations
Part 1

on the vernacular and standard languages
Example 1

Mr Patel is a spice merchant who lives in Bombay. When he gets up he talks to his wife and children in Kathiawari, their dialect of Gujerati. Every morning he goes to the local market where he uses Marathi to buy his vegetables. At the railway station he buys his ticket into Bombay city using Hindustani, the working person’s lingua franca. He reads his Gujerati newspaper on the train, and when he gets to work he uses Kacchi, the language of the spice trade, all day. He knows enough English to enjoy an English cricket commentary on the radio, but he would find an English film difficult to follow. However, since the spice business is flourishing, his children go to an English-medium school, so he expects them to be more proficient in English than he is.
Example 1

Mr Patel is a spice merchant who lives in Bombay. When he gets up he talks to his wife and children in [Kathiawari] their dialect of [Gujerati]. Every morning he goes to the local market where he uses [Marathi] to buy his vegetables. At the railway station he buys his ticket into Bombay city using [Hindustani], the working person’s lingua franca. He reads his Gujerati newspaper on the train, and when he gets to work he uses Kacchi, the language of the spice trade, all day. He knows enough English to enjoy an English cricket commentary on the radio, but he would find an [English] film difficult to follow. However, since the spice business is flourishing, his children go to an English-medium school, so he expects them to be more proficient in English than he is.
With a population of over a billion, Indians use hundreds of different languages – the exact number depends on what counts as a distinct language, and what is rather a dialect of another language.

With this kind of linguistic diversity, it is easy to understand the problems facing the country at the national level.

- Should a country use the same language for internal administration and for official communications with other nations?
- Which language or languages should be used by the government and the courts?
Vernacular languages

Three defining characteristics:

1. Lack of codification and elaboration
2. A language learned at home
3. Functionally restricted
Vernacular languages

Several definitions for the term ‘vernacular’:

1. refers to a language which has not been *standardised* and which does not have *official status*.
2. refers to any language which is not the *official language* of a country.
3. the *first language* of a group socially or politically *dominated* by a group with a different language.
4. simply means a language which is not an *official language* in a particular context.
Several definitions for the term ‘vernacular’:

5. the most *colloquial* variety in a person’s linguistic repertoire. In a multilingual community, this variety will often be an *unstandardised* ethnic or tribal language.

6. refers in a monolingual community to the most *informal* and *colloquial* variety of a language which may also have a standardised variety.

7. used to indicate that a language is used for *everyday interaction*, without implying that it is appropriate only in informal domains.
Standard languages

Example 2
Do not take the termes of Northern-men, such as they use in dayly talke, whether they be noblemen or gentlemen, or of their best clarkes all is a matter; nor in effect any speach used beyond the river Trent, though no man can deny but that theirs is the purer English Saxon at this day, yet it is not so Courtly nor so currant as our Southern English is, no more is the far Westerne mans speach; ye shall therefore take the usuall speach of the Court, and that of London and the shires lying about London within LX myles, and not much above.

George Puttenham was a 16th-century English writer and literary critic.
Only a minority of the world’s languages are written, and an even smaller minority are standardised in the sense of codified and accepted by the community as suitable for formal functions.
Standard languages

- **Standard English**
  
  - emerged ‘naturally’ in the fifteenth century from a variety of regional English dialects, largely because it was the variety used by the English Court and the influential merchants of London.
  - It was prestigious because of its use in Court. It was influential because it was used by the economically powerful merchant class.
  - Standard varieties are **codified** varieties. Codification is usually achieved through grammars and dictionaries which record, and sometimes prescribe, the standard forms of the language.
Standard languages

- **Standard English**

  - In 1476, William Caxton, the first English printer, set up his printing press in Westminster. He used the speech of the London area – the newly emerging standard dialect – as the basis for his translations.

  - Like other codifiers, he reported that he consulted the best writers of the upper class for judgments on usage problems.
Standard languages

➢ Standard English

○ The development of standard English illustrates the three essential criteria which characterise a standard: it was an influential or prestigious variety, it was codified and stabilised and it served H functions in that it was used for communication at ‘royal’ Court, for literature and for administration.
Standard languages

How does a standard emerge?

- Sometimes a standard variety develops out of a local vernacular that has attained political, socioeconomic or cultural superiority over other vernaculars (English, French, Spanish)
- Sometimes a standard is created artificially with some political or social objective in mind (Katharevusa in Greece, Nynorsk in Norway)
- Countries with a colonial past may use the variety of the previous hegemony as a standard, alongside a standardized local code
Standard languages

How good is a standard?

- Linguistically, standards are not any better than vernaculars, which is proven by the fact that any vernacular can become a standard.
- Socially, standards have more prestige, but that is an artificial not a natural differentiation.
- Standards do have a positive impact as they enhance cross-regional communication, promote literacy etc.
- When the prestige of a standard, however, is influenced by racial, religious or class biases the results can be catastrophic.
Standard languages

Questions for discussion

- In your opinion, why does ‘vernacular languages’ have too many definitions?

- Why is it always the situation that it is the language (or the variety spoken in the capital-city) is the one that acquires more prestige?
End of Part 1
Part 2

on World Englishes and lingua francas
The terms ‘World Englishes’ and ‘New Englishes’ have been used to emphasise the range of different varieties of English that have developed since the nineteenth century.

Singlish, a very informal, colloquial variety of Singapore English, is a well-described example.
World Englishes

- **Singlish**, a very informal, colloquial variety of Singapore English, is a well-described example.

<table>
<thead>
<tr>
<th>Can ah?</th>
<th>Can you or can’t you?</th>
<th>Can hor</th>
<th>You are sure then…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can lah</td>
<td>Yes.</td>
<td>Can meh?</td>
<td>Are you certain?</td>
</tr>
<tr>
<td>Can leh</td>
<td>Yes. I think so.</td>
<td>Can bo?</td>
<td>Can or not?</td>
</tr>
<tr>
<td>Can lor</td>
<td>Yes. Of course.</td>
<td>Can can</td>
<td>Confirm</td>
</tr>
<tr>
<td>Can hah?</td>
<td>Are you sure?</td>
<td>Can liao</td>
<td>Already can / Done</td>
</tr>
</tbody>
</table>

Singlish
These **nativised varieties** may express the local aspirations and identities of a wide range of communities, and this is reflected in linguistic characteristics such as stress patterns, vocabulary from local languages, grammatical features which indicate the influence of local languages, and semantic concepts drawn from the other languages spoken in the communities where they are used.
Singlish has a frequently occurring ethnic final tag *lah*, for example, as well as distinctive intonation patterns, grammar and vocabulary.

*Chin chye lah* in answer to a query means something like ‘it’s up to you, I don't mind’.

Indian English also has a very distinctive stress pattern, an end-tag *kya* meaning ‘right?’,
Many New Englishes use just one invariant tag form: e.g. *he is going there isn’t it; she loves you isn’t it.*

These varieties, typically used by those for whom English is a second language, have been labeled by Braj Kachru as *outer-circle varieties* of English to distinguish them from varieties used by native speakers or *inner-circle varieties*.

Kachru also identified an *expanding circle* of those who were learning English as an additional, adjunct or foreign language for a wide range of reasons such as trade or access to higher education, as in China or Japan.
World Englishes

Figure 4.1 Inner, outer and expanding circles of English
Source: Slightly adapted from Kachru (1985).
globalisation means there are now many more speakers of English in the outer and expanding circles than in the inner circle, and with English as the global language of the internet, and computer-mediated communication, it seems likely that variation in old and new Englishes, both written and spoken, is likely to continue to develop.
Lingua Francas

Example 3
In the 1960s, a Catholic nun, Sister Dominic, was sent to Rome for a meeting between nuns from different countries. She spoke no Italian but she had been managing pretty well with her French and English until she lost her purse one evening. She simply could not explain what had happened to the local police officer. A priest overheard her struggles and came to her rescue. They proceeded to explore their linguistic repertoires trying to find a language they shared. He came from Brazil and spoke Portuguese and Spanish, but he had been living in Rome for some time, and so he was by then familiar with the local variety of Italian. Finally they found a language in which they could communicate – Latin! At that time, Latin was still the language of church services and both had learned Latin to university level. As Sister Dominic described it, the result was a very funny encounter, with her explaining her predicament in formal Latin and the priest then translating into the local Italian dialect.
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Lingua Francas

French
English
Latin

Portuguese
Spanish
Italian
Latin
Any variety that serves as the tool of communication for people who speak varieties which are not mutually intelligible

“language of wider communication”

“A lingua franca is a language used for communication between people whose first languages differ.”

“More generally, however, the term lingua franca describes a language serving as a regular means of communication between different linguistic groups in a multilingual speech community.”
<table>
<thead>
<tr>
<th>Region</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>Swahili</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>Tok Pisin</td>
</tr>
<tr>
<td>former USSR</td>
<td>Russian</td>
</tr>
<tr>
<td>Arabic-speaking world</td>
<td>Classical Arabic</td>
</tr>
<tr>
<td>East Africa</td>
<td>Swahili</td>
</tr>
<tr>
<td>West Africa</td>
<td>Hausa</td>
</tr>
<tr>
<td>China</td>
<td>Mandarin</td>
</tr>
</tbody>
</table>
Lingua Francas

_Tukano_
Lingua Francas

The spread of English as an international lingua franca

“Not only ‘English’ has become international in the last half century, but scholarship about English has also become international: the ownership of an interest in English has become international. We are no longer a language community which is associated with a national community or even with a family of nations such as the Commonwealth aspired to be. We are an international community.

(Brumfit 1995:16)
Lingua Francas

Why is English the international lingua franca?

- Ambivalent attitude towards English as an international lingua franca
- Reasons for the international status of English:
  - Historical reasons
  - Internal political reasons
  - External economic reasons
  - Practical reasons
  - Intellectual reasons
  - Entertainment reasons
  - Personal advantage/prestige (Crystal 2003)
Lingua Francas

Why is English the international lingua franca?

- **Historical reasons**: English is still used institutionally because of the legacy of British or American imperialism.
- **Internal political reasons**: English provides a neutral means of communication between the different ethnic groups of a country and may be seen as a symbol of national unity or emerging statehood.
- **External economic reasons**: the USA’s dominant economic position often acts as a magnet for international business and trade.
Lingua Francas

Why is English the international lingua franca?

- **Practical reasons**: English is the language of international air traffic control, international tourism, international business and academic conferences.
- **Intellectual reasons**: Most of the scientific, technological, and academic information in the world is expressed in English. English is the gateway to Western culture.
- **Entertainment reasons**: English is the main language of popular music, sat TV, computers and video games.
- **Personal advantage/prestige**: Proficiency in English is often perceived as conferring higher status.
Lingua Francas

Why is English the international lingua franca?

- Which of the above reasons are most relevant to those who want or need to be able to communicate internationally in the English language?
- Are the reasons still the same or have they changed? Are there any new circumstances?
- Why do you think beliefs about the intrinsic linguistic superiority of English persist?
End of Part 2
Part 3

on Pidgins and Creoles
Pidgins

- arises in a (new) contact situation involving more than two linguistic groups
- groups have no shared language
- groups need to communicate regularly, but for limited purposes, such as trade
- is nobody's native language
- vocabulary (typically) from one of the languages (= Lexifier Language)
- grammar is a kind of cross-language compromise with influence from universals of L2 learning
- no elaborate morphological structures
Example 5
Bipo tru igat wanpela liklik meri nau nem bilong em Liklik Retpela Hat. Em i save slip wantaim Mama na Papa bilong em long wanpela liklik haus. Papa i save wok long bus, i save katim paiawut na ol man save baim long em. Orait i gat lapun meri i stap long narapela haus. Dispela lapun emi Tumbuna Mama.

Translation
A long time ago, there was a little girl named Little Red Riding Hood. She lived with her mother and father in a little house. Father worked in the bush, cutting trees for firewood, which he sold to people. Now there was a very old lady who lived in another house. This old lady was Little Red Riding Hood’s grandmother.
Pidgins

Identifying Characteristics of a Pidgin Language

1. It is used in restricted domains and functions

2. It has a simplified structure and limited vocabulary compared to the source languages

3. It generally has low prestige and attracts negative attitudes—especially from outsiders
Pidgins

Features of a Stable Pidgin

- Lack of surface grammatical complexity
- Lack of morphological complexity
- Semantic transparency
- Vocabulary reduction
Pidgins... *why do pidgins develop?*

1. **The Slave Trade**

The forcible exile of over 12 million Africans to work the plantations of European colonists.
### Profile of a Slave Ship

<table>
<thead>
<tr>
<th>Name of ship:</th>
<th>Zong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Sân Tomé</td>
<td>6 September 1781</td>
</tr>
<tr>
<td>Slaves on board</td>
<td>440</td>
</tr>
<tr>
<td>White crew</td>
<td>17</td>
</tr>
<tr>
<td>Arrived in Jamaica</td>
<td>27 November 1781</td>
</tr>
<tr>
<td>Slaves deceased</td>
<td>60</td>
</tr>
<tr>
<td>Crew deceased</td>
<td>7</td>
</tr>
<tr>
<td>Slaves sick on arrival, likely to die</td>
<td>greater than 60</td>
</tr>
<tr>
<td>Price per slave in Jamaica</td>
<td>20-40 pounds</td>
</tr>
</tbody>
</table>

*from The Memoirs of Granville-Sharp (text p. 284)*
Pidgins... *why do pidgins develop?*

**Two Locations**

- **Fort Creole**: developed at fortified posts along the west African coast, where European forces held slaves until the arrival of the next ship.
  
  Guinea Coast Creole English

- **Plantation Creole**: developed on plantations in the New World colonies under the dominance of different European languages.
  
  | Jamaican Creole | Jamaica |
  | Negerhollands  | Virgin Islands |
  | Haitian Creole | Haiti |
  | Papiamento      | Netherlands Antilles |
  | Angolar         | Sãno Tomé |
Pidgins... *why do pidgins develop?*

2. Trade

- Naga Pidgin
  - Contemporary pidgin spoken by peoples in mountain regions of north-east India.
  - Acts as *lingua franca* (29 languages)
  - Originated as a market language in Assam in the 19th century among the Naga people
  - Undergoing creolization among small groups like the Kacharis in the town of Dimapur, and among the children of inter-ethnic marriages.
Pidgins... why do pidgins develop?

3. European settlement

- movement of European settlers to places where
  - the indigenous population had not been decimated or moved into reservations
  - a slave population did not form the labor force

- Fanakalo
  - spoken in parts of South Africa
  - vocabulary from Zulu, and some from English & Afrikaans
  - stable pidgin, shows no signs of creolizing
Korean Bamboo English
  ◦ developed after World War II
  ◦ was spoken between American military personnel and the Japanese on US military bases in occupied Japan.
  ◦ exported to Korea during the Korean War, where it acquired some Korean words, but remained largely based on English and Japanese.
  ◦ Recently, it has been most widely used in Okinawa Prefecture, where there is a significant U.S. military presence.
  ◦ marginal, unstable pidgin
Pidgins... *why do pidgins develop?*

5. Labor Migration

- within colonized countries, people from different ethnic groups may be drawn into a common work sphere without being forced

- Tok Pisin in Papua New Guinea (Pacific Islands)
Frequently Cited Caribbean Creoles
Example 7

Juba Arabic is a pidgin language spoken in the southern Sudan. It has a small vocabulary of words for trade and basic communication, and borrows when necessary from native languages of the Sudan or from colloquial Arabic. It has a very simple sound system and has almost entirely eliminated the complicated morphology of Arabic (which has inflections for gender, number and person on the noun, and tense and negation on the verb). Juba Arabic has its own distinct structure, and it is a stable variety. Though it is easier for an Arabic person to learn than for an English speaker, it does require learning and cannot be just improvised for an occasion.
The Foundations…

- Hawaiian Pidgins were necessitated by the contact between American merchants returning from China.
- At Hawaiian ports, some Chinese crew members stayed behind.
- The Hawaiian natives and the Chinese sailors couldn’t understand one another, thus the creation of a trade language was necessary.
- The new language was a mixture of both, and aided in the communication between two linguistically divided people.
- The language created has morphed into the unique Hawaiian Pidgin that it is today.
- The Hawaiian Pidgin English is English based, but consists of 7 diverse languages.
Pidgins

HAWAIIAN PIDGIN 101

<table>
<thead>
<tr>
<th>English</th>
<th>Hawaiian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howzit? (hey, how are you)</td>
<td>Eriding (everything)</td>
</tr>
<tr>
<td>Junk (no good, broken)</td>
<td>Grind (let’s eat!)</td>
</tr>
<tr>
<td>Braddah (brother, bro)</td>
<td>Eh you faka! (exactly what it sounds like)</td>
</tr>
<tr>
<td>Sistah (sister, sis)</td>
<td>Local Style (Hawaiian style)</td>
</tr>
<tr>
<td>Kapu (caution, keep out)</td>
<td>Lolo Buggah (crazy guy/girl)</td>
</tr>
<tr>
<td>Kokua (help)</td>
<td>Malihihi (newcomer, new to the island)</td>
</tr>
<tr>
<td>K’den (ok then)</td>
<td>Mo’ Bettah (good idea, better idea)</td>
</tr>
<tr>
<td>Brah (bros in Hawaii, friends, pals)</td>
<td>Pau Hana (done with work, or after work alcoholic drink)</td>
</tr>
<tr>
<td>Like Beef? (you want to fight)</td>
<td>Pu Pu (appetizer)</td>
</tr>
<tr>
<td>Geev’um (go for it)</td>
<td>Shaka (excellent, cool!)</td>
</tr>
<tr>
<td>Brok’ Da Mout (the best food)</td>
<td>Stinkface/ Stinkeye (frowning, evil eye)</td>
</tr>
<tr>
<td>Ono (delicious, yummy)</td>
<td>Try Move (move out of the way)</td>
</tr>
<tr>
<td>Bumbye (in awhile, when I get to it)</td>
<td>Shoots! (oh yeah, or agree on something)</td>
</tr>
<tr>
<td>Aznuts (that’s crazy)</td>
<td>We go (let’s get out of here)</td>
</tr>
<tr>
<td>Bodda You? (does this bother you)</td>
<td>Wat doing? (what the “f” are you doing)</td>
</tr>
<tr>
<td>Choke (a lot of something)</td>
<td>Hawaiian Time (at least 15 min, late)</td>
</tr>
<tr>
<td>Da’ Kine (the one, the best)</td>
<td>Chee-hoo! (oh, yeah, right on!)</td>
</tr>
</tbody>
</table>

Hawaii Pidgin The Voice of Hawaii
Pidgins

Motu Based Pidgin

The Foundations…

- Hiri Motu is a language of Papua New Guinea.
- Piginization of Motu:
  - Influenced by English, Tok Pisin, and Polynesian languages.
  - 90% lexical similarity with Motu
- Word order tends to be OSV while most pidgins are SVO
Example of Hiri Motu Text:
“Sapos yu kaikai planta pinat, bai you kamap strong olsem fantom. Fantom, yu pren tru bilong mi. Inap yu ken helpim mi nau? Fantom, em i go we?”

Translation:
“If you eat plenty of peanuts, you will come up strong like the phantom. Phantom, you are a true friend of mine. Are you able to help me now? Where did he go?”

(famous comic strip in Papua New Guinea)
Creoles

- arises in a (new) contact situation involving more than two linguistic groups
- is the native language of a speech community
- vocabulary (typically) from one of the languages (= lexifier language)
- grammar is a kind of cross-language compromise with influence from universals of L2 learning
- some creoles are nativized pidgins
Creoles

What’s the difference?

- **Pidgins**
  - Is NOT a mother tongue
  - Form of communication between two mutually unintelligible languages

- **Creoles**
  - Is a mother tongue
  - Larger vocabulary
  - Greater linguistic range, capable of being spoken quicker

**Crucial Difference:** Pidgins have no native speakers, while Creoles do!!!
Creoles

pidgins & creoles are all alike and characterized by

- a lack of morphology
- a lack of 'exotic' sounds
- a lack of complex C-cluster
- SVO word order
- in Creoles only: particles indicating tense, mood, and aspect (TMA)
End of Part 3
Tok Pisin

LUKAUT
NOGUT STON
IKAM DAUN

TURN ON YOUR
HEADLIGHTS

PUTIM ON HEDLAIT
BILONG YU
Tok Pisin
Papua New Guinea
Melanesian Pidgin

- \textit{Tok Pisin}  \quad \text{Papua New Guinea}
- \textit{Bislama}  \quad \text{Vanuatu}
- \textit{Pijin}  \quad \text{Solomon Islands}
Tok Pisin

Superstrate language: English

Substrate language: Austronesian and Papuan languages
In urban centers, the children of mixed couples learn Tok Pisin as their first language.

Thus, Tok Pisin is changing from an ‘extended pidgin’ to a creole language.
Tok Pisin Vocabulary

- The bulk of the vocabulary comes from English (i.e. the superstrate language).

- In addition, Tok Pisin includes words from various Austronesian and Papuan languages (e.g. Tolai, Malay).

- Finally, Tok Pisin includes some words of German origin (e.g. gumi, beten, raus)
Tok Pisin – Word Formation

Mausgras = moustache

gras bilong hed = hair
‘grass belong head’

gras belong fes = beard
‘grass belong face’

gras antap long ai = eyebrow
‘grass on top of long eye’
## Tok Pisin - Vocabulary

<table>
<thead>
<tr>
<th>Tok Pisin</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>spak</td>
<td>‘spark’</td>
</tr>
<tr>
<td>nogut</td>
<td>‘no good’</td>
</tr>
<tr>
<td>baimbai</td>
<td>‘by and by’</td>
</tr>
<tr>
<td>sekan</td>
<td>‘shake hands’</td>
</tr>
<tr>
<td>kilim</td>
<td>‘kill him’</td>
</tr>
<tr>
<td>pisin</td>
<td>‘pigeon’</td>
</tr>
<tr>
<td>gras</td>
<td>‘grass’</td>
</tr>
</tbody>
</table>
Tok Pisin - Vocabulary

**Tolai**
- lapun: old
- kumul: bird of paradise
- palai: lizard

**Malay**
- binatang: insect
- lombo: chilli
- sayor: vegetable leaf
Tok Pisin - Vocabulary

**German**

- gumi: rubber
- beten: pray
- raus: get out
- bros: chest
## Plural marker

<table>
<thead>
<tr>
<th>SG</th>
<th>PL</th>
<th>‘fellow’</th>
<th>‘all’</th>
</tr>
</thead>
<tbody>
<tr>
<td>nil</td>
<td>nil</td>
<td>spines</td>
<td></td>
</tr>
<tr>
<td>needle</td>
<td>needle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yu</td>
<td>yu-pela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bik</td>
<td>bik-pela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-pela</td>
<td>‘fellow’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG</td>
<td>PL</td>
<td>‘all’</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>ol</td>
<td>man</td>
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<tr>
<td>ol</td>
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## Pronouns

<table>
<thead>
<tr>
<th>Single</th>
<th>Dual</th>
<th>Triang</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>em</td>
<td>he / she / it</td>
<td>SUBJ</td>
<td></td>
</tr>
<tr>
<td>him / her / it</td>
<td>OBJ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yu</td>
<td>you</td>
<td>SG</td>
<td></td>
</tr>
<tr>
<td>yutupela</td>
<td>you two</td>
<td>DUAL</td>
<td></td>
</tr>
<tr>
<td>yutripela</td>
<td>you three</td>
<td>TRIAL</td>
<td></td>
</tr>
<tr>
<td>yupela</td>
<td>you all</td>
<td>PL</td>
<td></td>
</tr>
</tbody>
</table>
Causative/transitive marker

(1) Em i rit
    Em i ritim buk
    ‘He is reading.’
    ‘He’s reading a book.’

(2) Wara i boil pinis
    Meri i boilim wara pinis
    ‘The water has boiled.’
    ‘The woman has boiled the water.’

(3) Bai mi rait.
    Bai i raitim pas.
    ‘I’ll write.’
    ‘I’ll write a letter.’

make him > makim
boil him > tellim
Word Order

(1) mi kukim rais.
I cook rice
‘I cooked the rice.’
Complex Sentences

(1) Mi no save. Ol I wokim dispela haus.
   I don’t know (that) they work in this house.

(2) Mi no save olsem ol i wokim dispela haus.
   ‘I didn’t know that they built this house.’
African American English
African American English

The origin of AAE

1. Pidgin/creole

2. Second language of a particular variety of English spoken in the South.
Since the first slaves spoke a variety of African languages and since they had only little contact with their white masters, they used a simplified version of English with elements of their native language as a lingua franca. AAE developed from this early pidgin/creole language.
African American English

Until the beginning of the 20th century, 90% of all African American lived in the South, mainly in rural areas.
Today, more than 60% of all African Americans live in the non-South, mainly in urban centers.
The variety known as "Ebonics," "African American Vernacular English" (AAVE), and "Vernacular Black English" and by other names is systematic and rule-governed like all natural speech varieties.

In fact, all human linguistic systems-spoken, signed, and written - are fundamentally regular. …

Characterizations of Ebonics as "slang," "mutant," "lazy," "defective," "ungrammatical," or "broken English" are incorrect and demeaning.
Agreement - AAE

(1) He need to get a book from the shelf.
    She want us to pass the papers to the front.
Genitive - AAE

(1) The dog tail was wagging.
The man hat was old.
Copula deletion - AAE

(1) That Ø mybike.
The coffee Ø cold.
He Ø all right.
Habitual (be) - AAE

(1) Do they be playing all day?
Yeah, the boys do be messin’ around a lot.
I see her when I be on my way to school.
The coffee be cold.

(2) a. The coffee cold.
b. The coffee be cold.

(3) *The coffee be cold right now.
She done did it.
They done used all the good ones.
They done go.
Negative inversion - AAE

(1) Can’t nobody beat’em.
(2) Don’t nobody say nothin’ to dem peoples!
(3) Wasn’t nobody in there but em an’ him.
(4) Ain’t no white cop gonna put his hands on me.
Double negation - AAE

(2) I didn’t have no lunch.
He don’t never go nowhere.
End of class 04
• World Englishes
  https://www.youtube.com/watch?v=1b7hY8yrT0s
• The ultimate difference between: BRITISH ENGLISH VS SINGLISH
  https://www.youtube.com/watch?v=GKsaM_Gp3Y0
• Standard English
  https://www.youtube.com/watch?v=jKwkknCGnKM
• What are Creoles and Pidgins? And What`s the Difference?
  https://www.youtube.com/watch?v=qqJI7SdS9Gg
• GERMS - NO STRINGS in JUBA ARABIC – Demo
  https://www.youtube.com/watch?v=20HIQwvd4D4
• Hawaii Pidgin The Voice of Hawaii
  https://www.youtube.com/watch?v=O7X9AAeDCr4