

Questions for communication and review

- Each group member should get a chance to answer.

“Diglossia and language conflict in Haiti,” Albert Valdman

1. What does “bilingual” / “monolingual” mean? What are you?
2. What is a “diglossic” society?
3. What percentage of Haiti’s population is bilingual?
4. What percentage of Haiti’s population is monolingual?
5. What are the arguments for keeping French in Haitian schools? Can you think of others?
6. What are the arguments for scraping French in Haitian schools? Can you think of others?
7. Is Haiti officially a bilingual state like Canada?
8. Are Creole and French varieties of the same language like Dutch in the Netherlands and Flemish in Belgium are?
9. What does “H” and “L” languages refer to?
10. What is a “function” when we talk about how languages are used?
11. Do rural farmers or the urban proletariat have the chance to hear much French?
12. Define “vernacular,” “vehicular,” “referential,” “magico-religious” and “symbolization of power” functions.
13. Why do poor Haitian families want their children to study French?
14. How does the Haitian Creole-speaking *majority* display *minority* behavior and attitudes toward Haitian Creole?
15. Why does Valdman call French a *purchased* language (*achte*).

Variation in Creole

Syntactic variation

Official/Central

Papa mwen an
Papa POSS D
Papa my the
'my papa'

Papa m nan
Papa POSS D
'my papa'

Sè mwen an
Sè m nan
'my sister'

Official/Central

Nan lekòl la
P school D
'in the school'

Lekòl yo
School PL
'The schools'

Northern

Papa an mwen
Papa D POSS
Papa the my
'my papa'

Papa an m
Papa POSS D
'my papa'

Sè ran mwen
Sè ran m
'my sister'

Northern

nan lekòl la
P school D
'in the school'

Lekòl yo
School PL
'The schools'

Guadeloupian

nan lekòl la
P school D
'in the school'

Se lekòl la
PL school D
'The schools'

Lexical variation

Progressive marker *ap*

Official/Central

M ap manje
1P ASP eat
'I'm eating'

Rural

m ape manje
1P ASP eat
'I'm eating'

Southern

m pe manje
1P ASP eat
'I'm eating'

Questions for discussion & socialization

1. Define *substitution* and *normalization* in language-conflict theory. What are the prospects for Haitian Creole.
2. What have been the main currents in the debate about the form that Haitian Creole spelling should take? Which side has been victorious?
3. Identify differences below. What are they and why?
 - (a) “Nan konmansman, Bondié kréyé sièl la ak latè-a. Min latè pat gin fòm, li pat gin angnin sou li”
 - (b) “Nan konmansman, Bondye kreve syèl la ak latè a. Men late pa’t gen fòm, li pa’t gen anyen sou li”
 - (a) “Mouin foyé pi nan péyi moun lòt nasion yo.” [2 Roua 19:24]
N adj nation PL
 - (b) “Mwen fouye pi nan peyi moun lòt nasyon yo”
I dug wells in the countries of people from other nations
4. What are two alternatives for language-planners in Haiti?
5. What are the deficiencies of the Haitian educational system and what does that mean for language-planners?
6. What needs to happen to promote Haitian Creole in schools & the state?

Yves Dejean, *An overview of the language situation in Haiti*

Voice of America: www.voanews.com

Florida's high school graduation rate reached its highest point ever last year at 75.4 percent, according to results released Nov. 20 by the **Florida Department of Education**.

<http://www.bizjournals.com/orlando/stories/2008/11/17/daily48.html>

Table 1 2001 Pass, Re-take and Elimination Results for the Junior and Senior Years in Public Schools in 3 Haitian Departments

A.Rhétorique (Junior year)	L'Artibonite (5,670)	Northwest (1,329)	West (52,599)
Passed	7.89% (448)	11.29% (150)	17.40% (9,152)
Re-take	24.48% (1,390)	34.84% (463)	35.69% (18,775)
Eliminated	67.64 (3,841)	53.88% (716)	46.91% (24,672)
B.Philosophie (Senior year)	L'Artibonite (1,278)	Northwest (448)	West (21,515)
Passed	43.18% (868)	41.07% (184)	50.75% (10,918)
Re-take	42.89% (862)	51.12% (229)	39.76% (8,555)
Eliminated	13.93% (280)	7.81% (35)	9.49% (2042)

Dejean (2006, p. 152)

The total population of the Artibonite Department is 293,530. See <http://www.citypopulation.de/Haiti/html> for population data by department.

Five major factors impede access to French:

1. Haitian State has not got the money needed to train adequate numbers of French teachers.
2. No neighboring states speak French so Haiti is geographically disconnected from those communities.
3. The Haitian Creole-speaking majority is unreasonably expected to conform to the French-speaking minority.
4. Given economic constraints, Haitians lack the time and the language-infrastructure resources to successfully acquire French.
5. A minority of teachers (20%) master French, posing a serious pedagogical barrier to French-language education (Efron 1973 [1954], p. 229; Dejean 2006, pp. 244-255).

More discussion of diglossia: learning & socializing

1. Does French and HC have a “specialization” or “compartmentalization” of language function” in Haiti?
2. Can you think of any language pairs or situations that do demonstrate “specialization” or “compartmentalization”?
3. What made people think that there was “specialization” or “compartmentalization” of language function in Haiti?
4. Describe code-switching. Who uses it in Haiti?
5. What does code-switching indicate about competency in language?
6. Can Creole be heard in Haitian churches?
7. Does anybody *not* speak Creole in Haiti?
8. Haiti is considered a *simple* or a *complex* language situation?

Yves Dejean continued...

The linguistic debate (p. 77-).

“Diglossic fantasy”

“No contact, present or possible...”

Haiti’s literacy programs: teaching *French* literacy in *Haitian Creole*... massive failure (1961-1985)

Literary types, teachers, and authorities... display resolute opposition to any type of reform (79)

Popular resistance to Creole education = “internalization of the dominant ideology” (see Paulo Freire).

200 years of nonusage have a profound impact

The deliberate and sneaky mixing up of learning French with school education itself.

French and Content are 2 different things. French cannot *replace* Content. Content must replace French.

Questions for discussion

1. Had most teachers mastered Creole orthography 10 years after its officialization?
2. What is the “diglossic” or “bilingual” fantasy that many Haitians and observers have?
3. Why is contact important for developing language skills?
4. Why is there popular resistance to Creole education?
5. What is the “pedagogy of exclusion”
6. Explain Haiti’s schools with the terms “majority language” and “minority language.”

Practice IPA transcription!

1. M ta renmen manje bannann sa a

[m ta rɛ̃mɛ̃ mǎʒe bǎnǎn sa:]

1p CON like to eat plaintain DEM

2. Li te ban mwen l

[li te bǎ mwɛ̃ l]

3p PST give meIO 3pDO

3. I te ban mwen y

[i te bǎ mwɛ̃ j]

3p PST give meIO 3pDO

Today, find a new partner. Please work in groups of 2.

1. Make a list of Haitian Creole's "complex range" based on Dejean's comments.
2. Is Haiti's situation *simple* or *complex*?

1. Regional dialects [geographic dialect]:

- North: Okap (Kap-Ayisyen)
- Center: P-au-P (Pòtoprens)
- South: Jeremi

2. Bilingual minority of up to 5%

3. Ruling class urban Creole [Social dialect]

4. Working class urban Creole [Social dialect]

5. "Ludic Creole" involving massive borrowing from French

6. Diasporic dialects:

- U.S.
- Quebec
- The Dominican Republic
- The eastern Caribbean lesser Antilles

Haitian Creole is as stable as English or French

- The same phonological, syntactic, lexical, and pragmatic description in 1990 as 1960.

Creolization

- Slave-holding plantations
- Slaves modified French because exposure to Colonial French was only minimal

“Creole is a language in its own right whose pronunciation, grammar, and vocabulary, **though grounded in French**, show the influence of African languages.” (Valdman 2007:28).

But what if the pronunciation & vocabulary are grounded in French and the grammar in African languages?

L'invitation la

Li fè nou konnen li resevwa envitasyon nou voye ba li a

She let us know (that) she received invitation we sent for her the

Nou voye ba li envitasyon_z an_z

...Envitasyon_z [nou voye ba li] a_z

The Haitian Creole article seems to mark the deep structure/abstract position of the noun prior to transformations

What is the semantic difference between (a) and (b)?

(a) Kote manje mwen?

Where food my?

(b) Kote manje mwen an?

Where food my the?

Questions for learning & fun:

1. Why is lexicography one of the most important and best-funded areas of linguistics?
2. What are “lexical resources”?
3. What is “nomenclature”?
4. What is the difference between a “headword” and a “subentry”?
5. What is “microstructure”?
6. Can you think of any Haitian Creole or English homonyms and polysemes?
7. Why are homonyms and polysemes “semantic” concepts?
8. Can you name all the regions where French-based creole languages are spoken?
9. What is a side-effect of having a phonological spelling system like Haitian Creole?

Haitian Creole Phonological Puzzle

Using the notions of “vowel,” “consonant,” “nasal vowel” and “nasal consonant,” try to figure what phonological environments trigger the form taken by the definite article

Kay la ‘the house’	[kaj la]	_____
Fi a ‘the girl’	[fi ^j a]	_____
Gason an ‘the boy’	[gasõ ^w ã]	_____
Fim nan ‘the film’	[fim nã]	_____
Mont lan ‘the watch’	[mõt lã]	_____

How should the word really be transcribed?

[pø] ‘peu’ [] [edykasyon] ‘education’

[køer] ‘coeur’ []

Leu m wè yon oportinite kòm sa, keu m kontan

Lè m wè yon opòtinite konsa, kè m kontan

Grèse/grese; ansasen/asasen; anvan/avan; sòti/soti/sòt/sot;
laplenn/laplèn; zoranj/zorany

Valdman's grammatical sketch

Discussion activity with your partner: please avoid looking at the text.

1. What is a determiner?
2. Indefinite determiner?
3. Demonstrative determiner?
4. What are the two positions of HC adjectives? What is the order in English?
5. What are the two basic kinds of HC pronouns?
6. What is a possessive adjective?
7. What is a pre-verbal particle? What do these markers do to the verb?

8. How many pre-verbal particles can you stack up?
9. What are aspectual and modal verbs? Are their orders the same as English?
10. What is a serial verb?
11. What is the copula and what is different about the HC copula compared with English?
12. What is the imperative? What does it do?
13. What is negation?
14. What are interrogatives for? Can you produce a HC or English interrogative?
15. How does HC make yes-no questions?
16. What are coordination and subordination?

Modal verbs and CP (ex. d, page 36 Valdman 2007)

(a) Pinga ou al pale sa!

(b) *Ou pinga al pale sa! *Pinga* does not move

(a) Don't you go and tell that!

(b) You don't go and tell that! *Don't* does move

[CP [C Pinga [IP ou [I [VP [V al... pale sa!]]]]]

[CP [C Don't_x [IP you [I t_x [VP [V go... and tell that]]]]]

[CP [IP [VP]]]

Column 1

- (a) He took it
- (b) He did take it
- (c) What did he take
- (d) Why did he take it?

Column 2

- Li pran l.
- 3p V 3p
- Li te pran l.
- 3p PST V 3p
- Kisa li te pran?
- Wh 3p PST V
- Poukisa li te pran l?
- Wh 3p PST V 3p

1. What are the major differences between HC and English with regard to interrogative constructions?
2. How can we use CP to represent this difference? What do we have to assume about syntax? (hint: movement).
3. How does the English in (c) make use of the head and specifier but in HC (c) only the specifier?
4. What is the difference between the interrogative in (c) and (d)?

Question: how does HC go from the basic structure to the emphatic structure? Explain.

Basic:

Li se yon timoun
She is a child
'She is a child'

Emphatic:

Se yon timoun li ye
It's a child she is

‘She’s really a child.’

“TMA Markers”

Tense, aspect and mood = INFLEXIONS = I⁰ Split IP (Pollock 1989)

Si m te pati yè, m pa t ap bouke jodi a.
If I had left yesterday, I NEG PAST PROG tired today
‘I I had left yesterday, I wouldn’t be tired today’

1. Valdman 43 – end:
2. What is a gloss?
3. What is an “illustrative example” versus a “definition”?
What kind of dictionary uses the one and or the other?
4. What is a headword and a subentry?
5. What is a cross-reference?
6. Give an English or Creole example of a preposition, conjunction, interjection and onomatopoeia.
7. How are subentries with variants shown?
 - a. e.g., Dan doukla
Dan marasa
8. How are optional parts of an expression shown?

- a. e.g., Diri kole
Diri kole ak pwa
9. What is a synonym? How does Valdman's dictionary treat them?

Kate Howe, 291- 294

1. What is language planning?
2. Describe Haitian Creole and French using the terms “minority” and “majority” languages. What is the ironic thing about Haitian Creole?
3. In what ways does Haitian Creole “isolate” Haitians?
4. In what ways does French “isolate” Haitians?
5. Describe legal changes that have altered the status of HC.
6. Make a list of pro-French and pro-Creole arguments.

7. Are monolingual parents complicit in Haiti's educational language policy? If so, why?
8. Give an example of a change in function.
9. Give an example of a change in form.
10. Give an example of a change in status.
11. What is necessary for standardization? What group and what sentiments/attitudes are needed?
12. Growth in *Ausbau* [uitbouw] decreases *Abstand* [afstand] between 'high' and 'low' languages—explain.
13. Does a language like Creole need a 'target' to imitate (like French) in order to develop?
14. What kind of deliberate and unconscious changes should occur in HC in the coming years?
15. What is a "norm"? What is a spoken "norm"? What is a written "norm"? Can you think of some examples? What is the consequence of the formation of a "norm"?

Ki kote moun sa a soti?

Ki sa ki te pase anba pyebwa sa a?

Michel DeGraff 2003, part 1

1. What are the assumptions creolists have made about Creole languages that DeGraff is denouncing?
2. Where do these demodded conceptions come from?
3. What is **DeGraff's definition of a Creole language or of creolization**? How does that differ from the traditional approach?
4. What is the **uniformitarian** approach to language-learning and language-creating.
5. Are some humans more capable of creating or using language? Is there anything inherently greater about language A over language B?
6. What are the "**linguistic modules**"?
7. What are "canonical tropes"?
8. What is a **superstrate** language versus a **substrate** language.
9. What is "minoration linguistique"?
10. What is the **lexifier**?
11. What are some of ways that colonialists characterized Creoles?

Vocabulary

1. phylogenesis - (biology) the sequence of events involved in the evolutionary development of a species or taxonomic group of organisms
2. Creolization as **sui generis** - Being the only example of its kind; unique
3. **Inter alia** – among other things
4. **Lexicon** - The morphemes (includes words) of a language considered as a group.
5. Creole as an **ostensive** label - Seeming or professed; ostensible. manifestly demonstrative
6. Relexification - Overlaying words from French onto African grammar/syntax
7. ab ovo - from the absolute beginning
8. hominid - A **hominid** is any member of the biological family **Hominidae** (the "great apes"), including the extinct and extant humans, chimpanzees, gorillas, and orangutans.
9. homo erectus - **Homo erectus** (Latin: *upright man*) is an extinct species of the genus *Homo*, believed to have been the first hominin to leave Africa.
10. homo sapien - A **human being**, also **human** or **man**, is a member of a species of bipedal primates in the family Hominidae (taxonomically ***Homo sapiens*** — Latin: "wise human" or "knowing human").^{[3][4]} DNA evidence indicates that modern humans originated in east Africa about 200,000 years ago.
11. vitiate the fact that – to make faulty or defective

Transcription activity

Bwè l bwè kleren an, ti gason an bay djapòt.

Koumatiboulout! M sezi nèt monchè!

Peyi a anboulatcha akoz adjipopo sa yo.

Questions for discussion:

1. What is “interlanguage”? (396)
2. Did the creators of HC have access to abstract properties of French phonology, lexicon, morphosyntax, or semantics? (396)
3. What is the hypothetical “Pidgin to Creole life-cycle”?
4. How is the “broken transmission” theory of creolization rejected by DeGraff?
5. Is French closer to Latin or Haitian Creole? On what basis does DeGraff make this argument (399).

6. What is “proto-language”?

DeGraff questions on pp. 401-404

1. What is colonial, neocolonial and postcolonial?
2. What kind of a tool is Francophilia/Creolophobia in Haiti?
3. What is symbolic language ‘capital’?
4. What does postcolonial creolistics want to do?
5. Explain: “species uniform properties of brain/mind” (402)
6. What is “epistemology”?
7. What is DeGraff frustrated about in a few words?
8. What dooms Creole languages first and foremost?
9. How can theoretical work like DeGraff (2003) positively impact applied linguistic work on Creole languages?

Hebblethwaite 2009

Questions for communication & review

1. What are some of the benefits that Scrabble could have in Haiti?
2. How does Scrabble differ from the methods of traditional literacy?
3. What is “ergonomic” about Scrabble and why is this of particular interest in Haiti?
4. How can Scrabble be “a defense and illustration” of a given language?
5. Describe the basic rules of Scrabble.

6. Can words be misspelled in Scrabble? What is a “spelling challenge”?
7. What are “bonus letters” versus “bonus words.”
8. Slaves under the French colony had *one* kind of contact with literacy, what was it?
9. Describe the development of education in Haiti.
10. What is the difference between a “language of instruction” (French) and a “tool of education” (Creole)?
11. How should HC Scrabble *differ* from French & English Scrabble in terms of orthography?