Syntactic & phonological variation in the placement of the DET

Official/Central | Northern | Terms
---|---|---
1. Papa mwen an | Papa an mwen | D = Determiner (article)
Papa m nan | Pap an m |
Papa POSS D | Papa D POSS | POSS = Possessive
Papa my the | Papa the my |
‘my papa’ | ‘my papa’ |

Official/Central | Northern
---|---
2. Sè mwen an | Sè ran m |
Sè POSS D | Sè D POSS |
Sè POSS D | ‘my sister’ |

Gason an / fi a

gasõ "ā /fi ıa

[soeur à moi]

What do you observe about n. vs. s. HC in terms of
Word order?
Phonological phenomena?
Which variety seems more conservative/older? Why?

The realization of the plural DET in 3 Creole varieties

---|---|---
Nan lekòl la | nan lekòl la | nan lekòl la
P school D | P school D | P school D
‘in the school’ | ‘in the school’ | ‘in the school’

Lekòl yo | Lekòl yo | Se lekòl la
School PL | School PL | PL school D
‘The schools’ | ‘The schools’ | ‘The schools’

What is the difference between 1, 2 & 3?
Why would this be?
**Lexical variation**

**Progressive marker ap**

<table>
<thead>
<tr>
<th>Official/Central</th>
<th>Rural</th>
<th>Southern</th>
</tr>
</thead>
<tbody>
<tr>
<td>M ap manje</td>
<td>m ape manje</td>
<td>m pe manje</td>
</tr>
<tr>
<td>1P ASP eat</td>
<td>1P ASP eat</td>
<td>1P ASP eat</td>
</tr>
<tr>
<td>‘I’m eating’</td>
<td>‘I’m eating’</td>
<td>‘I’m eating’</td>
</tr>
</tbody>
</table>

M te manje

M pral manje / m a manje / M ava manje

= future

M ta manje = conditional

M vle manje

M manje

**Questions for communication with your partner:**

1. What is linguistics?
2. What is syntax? Exemplify syntactic movement (in English).
3. What is morphology? What is a morpheme (exemplify).
4. What is phonology? What is the IPA?

   - **Phonology**: the abstract characterization of sound systems
   - **Phonetics**: the study of language sounds

**Determiner allomorphy in Haitian Creole**

1. kay la / valiz la / klas la / pìtìt la
2. moun nan / machin nan / plim nan
3. gason an / vakabon an / kouzen an / manman an
4. fi a / baka a / manje a / bòkò a
5. lendepandans lan / vakans lan

Allophones are variations of an underlying phoneme
5. What is sociolinguistics?
6. What is dialectology?
7. What is lexicography/lexicology?
8. What is comparative linguistics?
9. What is historical linguistics?
10. What is diglossia?

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 eliminating 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

Questions for discussion & socialization

1. What does “simple parataxis” versus a “linking element” refer to?
2. Do speakers speak one variety or do they alternate between competing alternants?
3. What is an “indexical feature”?
4. What is a shibboleth? Can you exemplify the term?
5. What is the difference between swaf and swèf? samdi and sanmdì?
6. Explain and exemplify hypercorrection. Why is it common in Haiti?
7. Define substitution and normalization in language-conflict theory. What is the current situation and what are the future prospects for Haitian Creole.
8. What have been the main currents in the debate about the form that Haitian Creole spelling should take? Which side has been victorious?
9. 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 kreye syèl la ak latè a. Men latè pa’t gen fòm, li pa’t gen anyen sou li”

(a) “Mouin fouyé 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
10. What are two alternatives for language-planners in Haiti?
11. What are the deficiencies of the Haitian educational system and what does that mean for language-planners?
12. 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

Discussion of diglossia: learning & socializing

1. Does French and HC have a “specialization” or “compartmentalization” of language function” in Haiti?
2. Why does the notion of diglossia fail to describe the Haitian masses?
3. What percentage of the Haitian population can be described as balanced bilingual?
4. Can you think of any language pairs or situations that do demonstrate “specialization” or “compartmentalization”?
5. What made people think that there was “specialization” or “compartmentalization” of language function in Haiti?
6. Describe code-switching. Who uses it in Haiti?
7. What does code-switching indicate about competency in language?
8. Can Creole or French be heard in Haitian churches? When/why?
9. Does anybody not speak Creole in Haiti?
10. 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)
Literate 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 language 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.”
7. How will the earthquake impact education in Haiti?

**Paulo Freire clip:**
http://www.youtube.com/watch?v=aFWjnkFypFA&feature=related

[here]

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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**.


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

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

Dejan (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.

Practice IPA transcription!

<table>
<thead>
<tr>
<th>alfabè, sofa</th>
</tr>
</thead>
<tbody>
<tr>
<td>pàn, Antwàn</td>
</tr>
<tr>
<td>Antwàn, pandan</td>
</tr>
<tr>
<td>bab, vèbal</td>
</tr>
<tr>
<td>chat, bouch</td>
</tr>
<tr>
<td>drapo, midi, rèd</td>
</tr>
<tr>
<td>te, mete</td>
</tr>
<tr>
<td>sè, mèsi, klas</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>tapi, tete, mèt</td>
</tr>
<tr>
<td>tchaka, koutcha, match</td>
</tr>
<tr>
<td>uit, kuit, nui</td>
</tr>
<tr>
<td>vach, lavi, viv</td>
</tr>
<tr>
<td>wi, pwononse, biznaw</td>
</tr>
<tr>
<td>yamn, Ayiti, ayayay</td>
</tr>
<tr>
<td>zanno, razè, kaz</td>
</tr>
</tbody>
</table>

1. M ta renmen manje bannann sa a
   1p CON like to eat plaintain DEM

2. Li te ban mwen l
   3p PST give meIO 3pDO

3. I te ban mwen y
   3p PST give meIO 3pDO

3. Zanmi m nan pa t vini
   N poss D Neg PST V

4. Zanm an m pa t vini
Linguistic aspects of the song **Fèy yo**

Fèy yo sove lavi mwen nan mizè mwen ye o  
Leaves the save life my from misery I am (in) oh  
Pitit mwen malad, mwen kouri kay gangan, Simbi o  
Child my sick, I run house Vodou priest, Simbi oh

- Point out at least 5 linguistic aspects of Haitian Creole.
- How does HC compare with English and the other languages known by the students in class?

1. Null copula  
2. Null genitive (‘of’)  
3. Post-nominal D (definite article, possessive adjectives, etc.)  
4. Sentence final emphatic copula ye  
5. Null directional preposition (‘to’)  
6. Reduplication in gangan (from oungan).  
7. Agglutination of the French D in lavi (from la vie); lavi a is okay.  
8. Effacement of post-vocalic R
A brief introduction to syntax
1. Binary branching:
2. Projections
3. $X^0$ (head) – $X'$ (complement/adjunct) – XP (maximal projection)
4. 2 positions: head + specifier

The representation of the clause (IP)
Li manje bannann peze
Li te manje bannann peze

Valdman 1984 – First part
1. Is the language policy responsible for Haiti’s economic plight according to AV?
2. What is his nickname for P-au-P?
3. What role did the U.S. have in shaping Haitian law and language policy?
4. Are HC & French in “true functional complementation”?
5. Exemplify: vernacular / vehicular / referential / magico-religious / symbolization of power
6. How does the Haitian peasant feel toward French?
7. Why do Haitian children not acquire French?

8. Do you believe Valdman’s claim that it has not been convincingly shown that “literacy is most effectively imparted in a child’s mother tongue”? How can we prove that?
9. Are linguistic differences variable or categorial?
10. What are the main causes of variation in Haitian Creole or English?
11. Describe the phonological differences between these forms:

   - histoire: ‘history’
   - samedi: ‘Saturday’
   - dans: ‘in’
   - du riz: ‘rice’
   - deux: ‘two’

   - istwar: istwa
   - samdi: sanmdi
   - dan: nan
   - duri: diri
   - dø: de

12. Identify the variety of Creole:

   (a) 1. Ou se moun pa m. ‘You are one of my people.’
       2. Ou se moun kinan m.

   (b) 1. I di m sa. ‘She tells me that.’
       2. Li di m sa.
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. What is the impact of 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
A few notes on Creole genesis

“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?

Il nous fait connaître qu’il a reçu l’invitation que nous avons envoyée pour lui.

Li fè nou konnen li resevwa **envitasyon nou voye ba li a**
She let us know she received invitation we sent for her the

Il nous fait connaître qu’il a reçu l’[invitation que nous avons envoyée pour lui]

Li fè nou konnen li resevwa [**envitasyon nou voye ba li**] a
She let us know 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?

Transcription activity

Leu m wè yon opportunite kòm sa, keu m kontan
Lè m wè yon opòtinite kon sa, kè m kontan
Quiz 1

Explain the realization of the definite article in 1-5:
1. Kay la ‘the house’
   (a) consonant → consonant (b) nasal vowel → nasal vowel (c) nasal vowel + consonant →
   consonant + nasal vowel (d) nasal consonant → nasal consonant (e) vowel → vowel
2. Fi a ‘the girl’
   (a) consonant → consonant (b) nasal vowel → nasal vowel (c) nasal vowel + consonant →
   consonant + nasal vowel (d) nasal consonant → nasal consonant (e) vowel → vowel
3. Gason an ‘the boy’
   (a) consonant → consonant (b) nasal vowel → nasal vowel (c) nasal vowel + consonant →
   consonant + nasal vowel (d) nasal consonant → nasal consonant (e) vowel → vowel
4. Fim nan ‘the film’
   (a) consonant → consonant (b) nasal vowel → nasal vowel (c) nasal vowel + consonant →
   consonant + nasal vowel (d) nasal consonant → nasal consonant (e) vowel → vowel
5. Mont lan ‘the watch’
   (a) consonant → consonant (b) nasal vowel → nasal vowel (c) nasal vowel + consonant →
   consonant + nasal vowel (d) nasal consonant → nasal consonant (e) vowel → vowel

6. Haiti is a bilingual nation in the sense that most people speak two languages.
   (a) True (b) False
7. Refers to the language which transmits cultural heritage and knowledge.
   (a) vernacular (b) vehicular (c) referential (d) magico-religious (e) symbolization of power
8. Parataxis:
   (a) papa mwen (b) papa an mwen (d) tilititi bouch pwenti
9. An example given by Valdman of the hyper-correction of the French word *l'élite*:
   (a) lelit (b) lelout (c) lelut (d) lelite
10. The Haitian government treats Haitian Creole in the following way:
    (a) normalization (b) instrumentalization (c) substitution
11. According to Dejean (citing Fleischmann), Haiti has:
     (a) diglossia (b) diglossic fantasy (c) absolutely no presence of diglossia
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’
Fi a ‘the girl’
Gason an ‘the boy’
Fim nan ‘the film’
Mont lan ‘the watch’

------------------------
Grèse/grese; ansasen/asasen; anvan/avan; sòti/soti/sòt/sot; laplenn/laplèn; zoranj/zorany
Identify the grammatical category/linguistic phenomenon of the bold-faced word:

Partner 1
1. M wè moun **nan**
   I see person the

3. M wè moun **sa a**
   I see person that

5. M wè yon moun **rich.**
   I see a person rich.

6. Ou se moun **mwen**
   You are person my

8. Mwen **pote li vini**
   I carry it come

Partner
2. M wè yon moun
   I see a person

4. M wè yon **bon** moun
   I see a good person

5. Mwen wè yon moun
   I see a person

7. Mwen **te wè yon moun.**
   I saw a person

9. Mwen **pa wè yon moun**
   I no see a person

Valdman’s grammatical sketch

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?
Wiki wisdom:

**Superstrate:** an imposed linguistic element, akin to what English underwent after 1066 with Norman. In the case of French, for example, Vulgar Latin is the superstrate and Gaulish is the substrate.

**Substrate:** A substratum or substrate is a language that influences an intrusive language that supplants it. Creole languages have multiple substrata, with the actual influence of such languages being indeterminate.

**Ulrich Fleischmann 1984**

1. Why does Lafont (1982) describe diglossia as a “superstructural feature”?
2. What is the “quasi-H-level”?
3. Which language variety does the encroaching in diglossia?
4. Explain the problems of the non-diglossic individual in a diglossic society.
5. Describe some of the realities of Haitian peasant life according to Fleischmann.
6. Why is Creole unstable according to Fleischmann?
7. What does “de-creolize” mean and why would someone aspire to do so?
8. For those who speak Creole, do you buy Fleischmann’s claim that “there is a continuous change and generation of meanings in the narrow local context?”
9. Is French of any practical use in rural Haiti?
10. What is the Indigenist Doctrine and what does it mean for Haitian Creole?
11. What is the difference between urban and rural schools in Haiti?
12. How does Fleischmann characterize Haitian education?
Compare English & Creole. Identify the grammatical unit in bold-face.

1. Mwen t ap jwe. I PST PROG play
2. Mwen kapab ede ou. I can help you
3. Li voye m ale. she sent me go
4. Se doktè li ye, wi It’s doctor she is
5. Li NULL kontan anpil She happy very
6. M gen lajan ase I have money only.
7. Li fè l san l pa panse she did it without she not think
8. Kisa l ap fè? What she PROG do
9. Mari ak Bob ansanm Mary and Bob together

9. How many pre-verbal particles can you stack up?
10. What are aspectual and modal verbs? Are their orders the same as English?
11. What is a serial verb?
12. What is the copula and what is different about the HC copula compared with English?
13. What is the imperative? What does it do?
14. What is negation?
15. What are interrogatives for? Can you produce a HC or English interrogative?
16. How does HC make yes-no questions?
17. 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!  
\[CP [C Pinga [IP ou [I VP [V al... pale sa!]]]]\]

(a) Don’t you go and tell that!
(b) You don’t go and tell that!  
\[CP [C Don’tx [IP you [I tx VP [V go... and tell that]]]]\]

De Regt 1984 (part 1)

1. What are some geographic disparities in Haitian education?
2. What are deterrents to enrollment?
3. How is Haiti’s economy impacted by the education problems?
4. What examples does De Regt give of low efficiency?
5. What are the multiple causes of inefficiency in Haiti’s educational system?
6. What kind of psychological conditioning do children receive?
7. Discuss funds, teachers, curriculum/language, materials, and facilities.
8. Solutions?
## Comparing interrogatives

\[
\text{[CP [IP [VP]]]}
\]

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) He took it</td>
<td>Li pran l.</td>
</tr>
<tr>
<td></td>
<td>3p V 3p</td>
</tr>
<tr>
<td>(b) He did take it</td>
<td>Li te pran l.</td>
</tr>
<tr>
<td></td>
<td>3p PST V 3p</td>
</tr>
<tr>
<td>(c) What did he take</td>
<td>Kisa li te pran?</td>
</tr>
<tr>
<td></td>
<td>Wh 3p PST V</td>
</tr>
<tr>
<td>(d) Why did he take it?</td>
<td>Poukisa li te pran l?</td>
</tr>
<tr>
<td></td>
<td>Wh 3p PST V 3p</td>
</tr>
</tbody>
</table>

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.'

**Questions from Hebblethwaite 2010, unpublished manuscript**

**Questions for the class**
1. What are basic sociolinguistic issues that have made the progress of Haitian Creole difficult?
2. What is “Creole exceptionalism” versus “Creole uniformitarianism”?
3. What is “Francophilia” and “Creolophobia” and where did they come from?
4. What are the two types of “exceptionalism” identified?

**Questions for group activities**
5. What are crucial historical factors that one should take into consideration?
6. What is arguably “unconsititutional” about the current situation in Haitian education?
7. What five broad notions do you think one should bear in mind when thinking about the data and statistic section?

**Hebblethwaite continued…**

8. How is the language policy reform of Seychelles and Haiti similar and different?
9. What were major weaknesses of the reforms in the respective nations? (Seychelle / Haiti)
10. What are the main arguments made by Yussef (2002) and Francis (2005) in favor of retaining French?
11. What are the arguments against their claims?
12. What are some of the additional arguments against second language education in Haiti?
13. What kind of books appropriate for school are available currently in Haitian Creole? How could they impact the environment?
14. What are some of the trends that emerge when one compares language policy (choice of first versus second language) and literacy rates? Can the same be said about the economy?
15. What kind of bilingual education might work in Haiti? What does Hebblethwaite advocate? What is the compromise formula?
16. What is instrumentalization? How does an oppressed language rise up and compete with the oppressor language?
17. Is there hope for Haiti?


Hebblethwaite (unpublished) quiz

1. The Haitian Constitution (1987) says that the state’s primary responsibility is the education of:
   (a) the elite   (b) nobody   (c) the masses
2. The civilization of the slaves during the colonial period:
   (a) written transmission   (b) oral transmission   (c) combination
3. This country’s education reform is compared with Haiti’s reform:
   (a) Reunion   (b) Martinique   (c) Seychelles   (d) Tajikistan
4. A majority of Haitians are literate.
   (a) True   (b) False
5. All of the countries with high levels of literacy are wealthy (upper 100).
   (a) True   (b) False
6. All of the countries with low levels of literacy are poor (lower 100).
   (a) True   (b) False
7. This country has first language schooling, but still has low literacy:
   (a) France   (b) Romania   (c) Moldova   (d) Bangladesh
8. What kind of bilingual education does Hebblethwaite argue for:
   (a) Transitional   (b) Maintenance   (c) Mainstream   (d) Immersion
9. Haitian Creole is not adequately instrumentalized to have a role in Haitian education.
   (a) True   (b) False
10. How much Haitian Creole versus French does Hebblethwaite advocate?
11. Does Hebblethwaite think it is likely that Creole will be used in Haitian schools in the short term?
(a) Yes     (b) No

12. According to Dejean (2006) and Hebblethwaite, there are permanent problems that impede the successful employment of the French second language in Haiti.
(a) True     (b) False

Kate Howe Quiz

DP    Le beau drapeau haïtien
     Bèl drapo ayisyen an
     The beautiful Haitian flag

IPA skill building activity

Gen moun k ape radote
There are people who are bad-mouthing
paske yo pa vle wè yon lanmou k ap mache
because they don’t want to see a love that is working

Mini Kate Howe Quiz

1. Creole is becoming more frequent on TV & radio
   a. True     b. False

2. In 1989, the annual per capita average income for Haitians was:
   a. $400     b. $4,000     c. $14,000     d. $40,000

3. What is a “Gallicism” in Haitian Creole?
4. A language norm in writing is imposed from which position of power?
5. The 1987 constitution says “all Haitians are united by two common languages, Creole and French”
   a. True   b. False

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?
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?

Regarding Word Order:
SVO / SOV / OVS / OSV

- Marcus NOM ferit Cornelia ACCUS: Marcus hits Cornelia. (Subject-Verb-Object)
- Marcus Cornelia ACCUS ferit: Marcus Cornelia hits. (Subject-Object-Verb)
- Cornelia ACCUS ferit Marcus: Cornelia hits Marcus. (Object-Verb-Subject) [Rare]
- Cornelia ACCUS Marcus ferit: Cornelia Marcus hits. (Object-Subject-Verb) [Rare]
- Marcum ferit Cornelius / Cornelius ferit Marcum
- Cornelia dedit Marco donum: Cornelia has given Marcus a gift. (Subject, Verb, Indirect Object, Direct Object)
- Cornelia Marco donum dedit: Cornelia (to) Marcus a gift has given. (Subject, Indirect Object, Direct Object, Verb)

What makes all the word orders possible in Latin???

Universal Grammar Mind-bender: Compare Korean and Creole!
[ Yepun hankuk kuki-ga ] yogi issoyo
beautiful Korean flag-NOM there is [ga = Nominative case, i.e. subject of ‘There is the beautiful Korean flag’ sentence]

Sa se [ bèl drapo koreyen an ]
There is beautiful flag Korean the
‘There is the beautiful Korean flag’
What does Korean and Creole share in common? How are they different?

Michel DeGraff 2003, part 1

1. What are the assumptions creolists have made about Creole languages that DeGraff is denouncing?
2. Where do these demoded 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?

Discussion & Questions on Lefebvre, Claire 1998

1. What is Lefebvre’s arguments about HC DP/NP
2. What does anaphoric versus cataphoric mean? Can you give Examples of words or structures that are one or the other?
3. What does the difference mean?
   Jan           manje     pen     HC
   Kòkú         du         blédì   Fongbe
   Jean         mange     du      pain    French
   John         eats      du      bread
4. What is phonologically similar about Fongbe’s determiners compared to HC’s?
5. Do French DP/NPs have any structure that resembles HC?
6. What do words like these suggest to Lefebvre?
   Larivyè a ‘the river’  la rivière
   Lakay la ‘the home’    la case
   Latè a     ‘the land’   la terre
   Dlo a      ‘the water’   l’eau
   Diri a     ‘the rice’    le riz
7. How do the Fongbe & HC relative clause resemble each other compared to French?
8. Explain: “The copied lexical entry corresponding to the Fongbe determiner ó was relabelled on the basis of the phonetic matrix of the French form là yielding the Haitian determiner la” (83). Could you make a different argument?

1. Talk about why the HC form YO stands out. How does it exemplify relexification?
2. Where do some scholars claim YO comes from?
3. Explain “dialect leveling”
4. Examine and explain:
   - Krab yo Yo pati
   - Crab PL 6p leave
   - ‘the crabs’ ‘they leave’

   Àsón lè Yê yì
   Crab pl 6p leave

   Les crabes Ils partent / Eux, ils partent
   Pl crabs 6p leave / As for them, they leave

5. Several West African languages demonstrate homophony in what relevant grammatical categories?

6. What about indefinite determiners?
7. What is the indefinite thought not to be the head of D⁰?
8. Explain.
   - Yon krab de krab HC
   - A crab two crabs

   Àsón dé Àsón wè Fongbe
Crab  a  crab  two

Un crab  deux crabes  French
A crab  two crabs