Advanced organizer:
1. Introduction
2. Background on Scrabble
3. Photographic introduction to the Scrabble Project
4. The UF Haitian Creole Scrabble Glossary
5. Communicative activity
6. Student presentation

Introduction

- The need for more Applied Creolistics (Siegel 2005:308).
- Scrabble for advanced, intermediate and initial literacy.
- Playful, social and the ergonomic.
- Literacy support through play.
- Scrabble supports group literacy. Observational learning.
• The game cannot replace traditional literacy which involves learning to read and write sentences and paragraphs.
• Scrabble as an auxiliary to traditional literacy.

Background on Scrabble
• Over 100 million boxes sold since 1948.
• Translated into 29 languages.
• Scrabble associations, clubs, websites and annual national and international competitions for large cash prizes.
• Wordsmiths can show up at NSA-sanctioned tournaments in an attempt to score one of 12 qualifying slots, giving them the opportunity to compete for upwards of $100,000. Read more: http://blogcritics.org/gaming/article/
• Evoking Du Bellay (1549), Yves Gilbert, the then-president of the French Scrabble Federation, pointed out that the game is “a defense and illustration of the French language” (Demari 2001:66).
**Basic rules**

- As many as four players or teams.
- Seven letter tiles from which words are formed. Players replenish letter-tiles after playing a word and maintain 7 on hand until all the letter-tiles have been played.
- 15 vertical and 15 horizontal squares for a total of 225 playing squares.
- “W x 2” or “W x 3” indicate bonus squares where the total word score is multiplied by 2 or 3. “L x 2” and “L x 3” correspondingly indicate bonus squares where the letter score is multiplied by 2 or 3.
In a community with a modest language infrastructure, Scrabble is an **unconventional** and **extraordinary** method for increasing Haitian Creole literacy in both Haiti and its international Diaspora.

- Photographic introduction to the Scrabble Project from 2008. (Photos from 2009 coming on Wednesday).
- The UF Enhancing the Humanities Scrabble Glossary.

**Looking ahead to Wednesday:**

- Haiti’s game culture.
- Research involving the use of a textual corpus for computationally adapting Scrabble from English into Latin.
- Haitian Creole orthography extended to Scrabble.
- The quantitative analysis of a textual corpus to empirically establish the distribution of letter tiles and their point values.
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. (Basic trends)
10. How should HC Scrabble differ from French & English Scrabble in terms of orthography?
The Haitian Creole Scrabble Project Continued

1. Watch some Creole Scrabble youtube.com clips.
2. Discuss them with a partner.
3. Examine the HC glossary and think about the lexicon.
4. Questions from the reading.

Scrabble on youtube.com
Allison’s work
http://www.youtube.com/watch?v=-fTlxm283LI

Haitian Scrabble from 2004
http://www.youtube.com/watch?v=kVbiSR0gHkE&NR=1

Pair contemplative activity
1. What do you observe about Haiti and literacy issues through these videos?
2. Where did the projects get underway?
3. What is similar about these versions of Scrabble in comparison with Hebblethwaite’s proposal?

The Haitian Creole Scrabble Glossary:
Lexical identification activity
Scan several pages of the glossary with a partner and see whether you can identify Haitian Creole words
Questions for discussion:
1. What kind of games are popular in Haiti?
2. What advantage does Scrabble have over other popular games?
3. What is the problem with “S” in English Scrabble?
4. What are examples of orthographic redundancy in English/French?
   [cat-kat/chemo-kemo/kaki/queen-kwin/kween]
5. What are minimal pairs in phonology?
6. How does one calculate the frequency of a letter in Scrabble?
7. What is the difference between the sequence ‘en’ in cheni and chenn?

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IPA Transcription Activity

Provide the IPA transcriptions for 1-4 below:

(1) The “A” Vowels (a, an, àn)  (2) The “E” Vowels (e, en, èn, è)

<table>
<thead>
<tr>
<th>IPN</th>
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<th>English gloss</th>
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<tr>
<td>papa</td>
<td>[ ]</td>
<td>‘daddy’</td>
<td>se</td>
<td>[ ]</td>
<td>‘it’s’</td>
</tr>
<tr>
<td>pan</td>
<td>[ ]</td>
<td>‘peacock’</td>
<td>sen</td>
<td>[ ]</td>
<td>‘breast’</td>
</tr>
<tr>
<td>pàn</td>
<td>[ ]</td>
<td>‘breakdown’</td>
<td>sèn</td>
<td>[ ]</td>
<td>‘trawling net’</td>
</tr>
<tr>
<td>pann</td>
<td>[ ]</td>
<td>‘to hang’</td>
<td>sè</td>
<td>[ ]</td>
<td>‘sister’</td>
</tr>
</tbody>
</table>

(3) The “O” Vowels (o, on, òn, ò, ou) (4) Digraphs and Trigraphs (ch, tch, ui)

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<th>English gloss</th>
<th>IPN</th>
<th>IPA</th>
<th>English gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo</td>
<td>[ ]</td>
<td>‘word’</td>
<td>chita</td>
<td>[ ]</td>
<td>‘to sit’</td>
</tr>
<tr>
<td>monpè</td>
<td>[ ]</td>
<td>‘(Catholic) Father’</td>
<td>tcheke</td>
<td>[ ]</td>
<td>‘to check out’</td>
</tr>
<tr>
<td>môn</td>
<td>[ ]</td>
<td>‘mountain’</td>
<td>uità</td>
<td>[ ]</td>
<td>‘eight o’clock’</td>
</tr>
<tr>
<td>mò</td>
<td>[ ]</td>
<td>‘the dead’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mou</td>
<td>[ ]</td>
<td>‘soft’</td>
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- Research involving the use of a textual corpus for computationally adapting Scrabble from English into Latin.
- Haitian Creole orthography extended to Scrabble.
- The quantitative analysis of a textual corpus to empirically establish the distribution of letter tiles and their point values.
- Cognitive benefits of Scrabble.
Quiz # 1 (3 points each). Please be clear & concise!

1. What is the copula and what is different about the HC copula compared with the English one? Write a HC or English copula sentence.
2. What are interrogatives? Write a HC or English sentence with an interrogative.
3. How does HC or English make yes-no questions? Write an example in HC or English.
4. What is coordination? Write a sentence with an English or HC coordinator.
5. What is an XP (or a VP, IP)? Please draw one. Indicate where the “head” is and where the “specifier” is.
6. How are optional parts of an expression shown in Valdman’s (2007) dictionary? Below “ak pwa” is optional in (b), show me how Valdman makes this clear?
   (a) Diri kole
   (b) Diri kole ak pwa
7. In what ways does Haitian Creole “isolate” Haitians?
8. In what ways does French “isolate” Haitians?
Haitian Creole and Guadeloupian Creole Mysteries

**GC** I ni on kouzen

**HC** Li gen on kouzen

*She has a cousin*

**GC** Chak djab ka pôté sak aₜ iₚ

*Each devil is carrying sack the his*

**HC** Chak djab ap pote/pôte sak liₚ aₜ

*Each devil is carrying sack his the*

**GC** An ké ékri ou lè an ké ni on moman tan

**HC** M a ekri ou lè m a gen on moman tan

*I’ll write you when I will have a moment time*

**GC** An k’ay [ka + ay] nan kaz

**HC** m prale [ap + ale] nan kay

*I’m going in house*

**GC** Sa pé pa fèt

*That can not happen*

**HC** Sa pa ka fèt

*That not can happen*

1. What are differences in the pronominal system?
2. What are differences in terms of syntax? How many areas of syntax show difference?
3. In what ways is GC more similar to Cape Haitian HC?
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?
   1. Jan manje pen | HC
   2. Kòkú du blédi | Fongbe
   3. Jean mange du pain | French
      ‘John eats 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?
   1. l’homme [qui est parti]
   2. nonm [ki te pati] a HC
   3. súnù [dè é yì] ó Fongbe
   4. the man [who left]

8. Explain: “The copied lexical entry corresponding to the Fongbe determiner ó was relabeled on the basis of the phonetic matrix of the French form là yielding the Haitian determiner la” (83).
1. Unmarked verbs

1.1. Statives with non-past reference ['STATE']
Examples of stative verbs include *believe, belong, know, like, love, see, smell, think*.
(a) Bouki renmen chat la
B    loves   cat  DEF    ‘Bouki loves the cat’

A **stative verb** is one which asserts that one of its arguments has a particular property (possibly in relation to its other arguments). Statives are static; they have no duration and no distinguished endpoint.

1.2. Non-statives with past reference ['ACTION']
Examples of non-stative verbs include *arrive, come, die, drink, drive, eat, get, go, jump, leave, play, read, start, stay, wait, write*.
(a) Bouki vann chat la
B    sell   cat  the  ‘Bouki sold the cat.’

1.3. Non-statives with non-past reference
(a) Bouki *vann* chat. (DeGraff 2007:103)
‘Bouki *sells* cats’ ‘Bouki sells cats’
Questions for discussion on DeGraff 2007, pp. 101-

1. What is the ‘neo-colonial legacy’ that DeGraff writes about?

2. What was the growth of the African slave population and what are the dates of its growth?

3. What is a stative verb?

4. What is the difference between (a) & (b)?
   (a) Bouki vann chat la
       sell cat DEF
   (b) Bouki vann chat sell cat

5. What is the difference between (a) & (b)?
   (a) Bouki te konn repons lan
       ANT know answer DEF
   (b) Bouki te ale anvan Boukinèt vini
       ANT go before came

6. What does ‘counter-factual’ mean? In what kind of clause it is used? Which sentence is counter-factual?
   (a) Si ou entelijan, ou konnen repons lan.
       If 2p intelligent, 2p know answer DEF
       ‘If you are intelligent, you know the answer’
   (b) Si ou te entelijan, ou t a konnen repons lan.
       If 2p ANT intelligent, 2p ANT IRR know answer DEF
       ‘If you were intelligent, you would know the answer’

7. When thinking about the progressive aspect in HC, what is interesting about (a) & (b)?
   (a) M ap manje konnya / pi ta
       1p AP eating ‘I’m eating’
   (b) M ap vini
       1p AP coming ‘I will come’

8. What does the term “inchoative” refer to?
   (a) L ap malad
       ‘she’s getting sick’
2. **Explain**

   a. Tout moun vle al nan syèl (la) differences
   b. Everybody wants to go to heaven.
   c. Iedereen wil naar de hemel gaan among the three

3. What are the different purposes of *pou* ‘for.’

4. Point out syntactic/morphological similarities between Jamaican & Haitian Creole (clue: think about Jamaican pronouns and articles)

   **Dem tink me fraid o' yuh?**

   ... 

   **Me noh know is wat kine o' chu'ch**
   M pa konnen ki kalite legliz
   **Fe yuh mout' coulda jine,**
   Bouch ou kapab jwenn
   **Yuh lip dem heng dung lacka wen**
   Po bouch ou yo pann tankou
   **Mule kean meck up him mine.**

   *Louise Bennett*

   1. What is the difference between a & b? What is (a) called?
      a. Bouki konnen Boukinèt renmen l anpil
      b. Bouki konnen ke Boukinèt renmen l anpil B knows that B loves him a lot
   2. What is “recursion” or “iteration” in syntax?
   3. What is the difference between the relative clauses of a & b?
      a. **Moun ki pa travay p ap touche** [subject]
         People who NEG work NEG PROG paid
         ‘People who don’t work aren’t going to be paid’
      b. **Annou vote pou** **kandida** nou vle a [direct object]
         Let’s vote P candidate 4p want D
         ‘Let’s vote for the candidate we want’
Translation
I don't know which church
your mouth could have joined,
you lips hang off your face
like a mule that can't make up his mind.

Michel DeGraff

What categories & structures have we already associated with CP?

Interrogatives, complementizers (that), conjunctions (because),
discourse markers, adverbs

He told me [CP that, like, you know, unfortunately, [IP he couldn’t come ]]
Li di m [CP ke, kòmsi, ou konnen, malerezman, [IP li pa t ka vini ]]
CP Iterates!!! [CP [CP [CP [CP ]]]]

I. Predicate clefts: West African substrate influence: [CP [IP [VP ]]]

Se malad Bouki malad, li pa mouri.
It’s sick B sick, he didn’t die [Se maladB] Bouki maladB, li pa mouri
‘Bouki is really sick, he didn’t die’

Se mache Bouki te mache, li pa te kouri.
It’s walk B PST walk, he NEG PST run [Se macheB] Bouki te macheB, li pa
‘Bouki really walked, he didn’t run’

Q: What are the mechanics of this structure?
Q: How is it built? What are its parts?
Q: What categories are clefted?

II. Other types of clefting (nouns, PPs...)
Elifèt se yon doktè
Se yon doktè Elifèt ye, li pa yon enfimyè
It’s D doctor E pro, he NEG D nurse [Seₙ yon doktè] Elifèt yeₓ, li pa yon enfimyè
‘Elifèt is really a doctor, he isn’t a nurse.’                  DP

Se nan jaden an Elifèt ye
It’s P garden D E V [Seₓ nan jaden an] Elifèt yeₓ
‘Elifèt is in the garden.’                  PP

Q: How are these clefts similar & different from those above?
Q: What types of categories/phrases are clefted?

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III. Predicate clefting to generate a temporal (time) clause

Rive l rive, fi a pati.
Arrive he arrive, girl the left
‘When he arrived, the girl left’

Q: What is different about the clefting structure given above?
Q: What kind of clause is it? (What is the clause’s job?)

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Conceptual issues:

Se malad Bouki malad, li pa mouri
[Se malad] Bouki malad, li pa mouri
PERIPHERY    BASE
Se mache Bouki te mache, li pa te kouri
[Se mache] Bouki te mache, li pa te kouri
PERIPHERY    BASE
Se yon doktè Elifèt ye, li pa yon enfimyè
[Se yon doktè] Elifèt ye, li pa yon enfimyè
PERIPHERY    TRACE MORPHEME LINKED TO SE
Se nan jaden an Elifèt ye
[Se nan jaden an] Elifèt ye
PERIPHERY    TRACE MORPHEME

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Questions on DeGraff for pair work & communication:

1. What is the difference between these comparison structures? Which do you use?
   
   - chen sa **pi bèl pase** chat sa Stan. Basilect that dog is more pretty than that cat
   - chen sa **pli bèl ke** chat sa Fr. Acrolectal ""
   - chen sa **pli bèl pase** chat sa DeGr Mesolectal ""

2. Explain this curious difference with existential verb *genyen/gen* ‘to have.’
   (a) *Kisa ou gen? [*= ungrammatical]*
   (b) Kisa ou genyen?
       ‘What you have?’

3. What’s the difference between English & Creole?
   - Bouki **voye** timoun yo al lekòl
   - Bouki **sent** children Dpl go school ‘Bouki **sent** the children away/off to school’

4. What kind of structure is shown in (b)? Can you explain what is happening?
   (a) Mwen **fè** kabann nan maten an
       ‘I **made** the bed in the morning’
   (b) Kabann nan **fèt** maten an
       ‘The bed was made in the morning’

5. Which of these two verbs is stative versus non-stative? What kind of structure is (b)?
   (a) Yo **kraze** machin nan
       ‘They demolished the car’.
   (b) Machin nan **kraze**
       ‘The car is demolished’.
Pronoun phonology (*=ungrammatical)

A.
(a) Mwen renmen li  
(b) Mwen renmen l  
(c) Mwen renmen n  
(d) Mwen renmen ni

‘I like it’

li → ni / NV_ (assimilation)
ni → n / NV_ (deletion)

B.
(a) Mwen mete li  
(b) Mwen mete l  
(c) *Mwen mete n  
(d) *Mwen mete ni

‘I put it on’

C.
(a) Mwen vann li  
(b) *Mwen vann l  
(c) *Mwen vann n  
(d) Mwen vann ni

‘I sold it’

http://en.wikipedia.org/wiki/Phonological_rule
Verb syntax in, and beyond, creolization
Michel DeGraff

1. When DeGraff talks about a “surface level”, what does that imply?
2. What is DeGraff’s basic morphosyntactic thesis?
3. Why did Haitians create HC, why didn’t they stick with French or Fongbe?
4. What is a pidgin language? What are some linguistic facts about the people who speak pidgins?
5. How does a pidgin become a creole?
6. What are creoles compatible with that pidgins are not?
7. What is synchronic versus diachronic?
8. Explain the ‘creole continua’: basilect / mesolect / acrolect / lexifier. It is a gradient of closeness or remoteness to... what?
9. “P/C instantiates diachrony” or “P/C is similar to language change processes.” (p. 66).
10. What is the difference between the examples:
   (a) Ti Pyè déjà konn leson an
       Ti Pyè already know lesson the
   (b) *Ti Pyè konn déjà leson an
       ‘Ti Pyè already knows the lesson’
   (c) Pierre connait, déjà t la leçon
       Pierre know already the lesson
   (d) *Pierre déjà connait la leçon
       ‘Pierre already knows the lesson’
   (e) Je ne veut pas étudier
   (f) *Je ne pas veut étudier
   (g) M pa vle etidye
   (h) *M vle pa etidye
       ‘I don’t want to study’

Question on DeGraff 1997, p. 71-76
1. How do French verb relate to their inflections, i.e.
   J’aimerai manger quelque chose
   How does aim-er-ai = ai-er-aim ???
2. What is AgrP & TP?
3. What is D-structure? What is S-structure?
4. Can you explain what is represented in the square-brackets? How is the morphology driving the syntax?

   [AgrP Je [Agr' [aim-er]-a] [TP [T\_j [VP [V\_j t\_i ]]]]]]
   J’aimera = I will love

5. What is DeGraff trying to say about inflection?

DeGraff 1997 review:
1. Explain what we can say about adverbs and verbs:
   (a) Ben parle\_v bien\_adv le fongbe FINITE
   (b) *Ben bien\_adv parle\_v le fongbe.
   (c) Bien\_adv parler\_v l’italien est bon.NON-FINITE
   (d) Parler\_v bien\_adv l’italien est bon
2. What is interesting about Louisiana Creole?
(a) Fo $\text{tuzhu}_{adv}$ koupe$e_v$ zerb la
Must always cut grass the
(b) Fo to koup$_v$ $\text{tuzhu}_{adv}$ zerb la
Must you cut always grass the

3. What is interesting about English diachronically?
What happened to English and why did it happen?
a) *John speaks not Italian
b) John does not speak Italian
c) It serveth not
d) It doesn’t serve

Hebblethwaite 2010

Adverb code-switching among Miami’s Haitian Creole-English second generation

1. What is a naturalistic corpus? What is corpus linguistics?
2. What is the grammatical frame? How does one determine which language supplies the grammatical frame?
3. What does H. mean by the idea that one language “asymmetrically supplies” some category?
4. What does H. mean when he says that code-switching is abstractly bidirectional?
5. What does the “language-indexation of the token” refer to?
6. Explain: mixed, e.g. xYx/yXy, xYy/yXx, yYx/xXy and unmixed, e.g. xXx/yYy.
7. What sociolinguistic and psycholinguistic analyses does H. undertake to explain the patterns in the data?
8. Why does “phi-feature valuation” entails asymmetry without bidirectionality?
9. What are some differences between (1) & (2):
(1) ...yo pa t ap asepte li ANYWAY paske li pa timoun ki...
6p NEG PST ASP accept 3p CONJ 3p NEG children REL
‘...they wouldn’t have accepted it anyway because she isn’t a child who...’ (009, 2005)
(2) ...BUT konnya IT’S vakans... (004, 2004)
CONJ now 3p COP vacation
‘...but now its vacation...’

10. What type of syntactic category are adverbs? (lexical or functional?)

11. Why do bilingual communities select the ‘low’ language as the primary functional frame for code-switching and not the ‘high’ language?

12. Why would the sociolinguistic situation in Miami weigh significantly on the way Haitian-Americans use HC and English? What evidence does H. give?

13. Why is the issue of which language is the L1 and which is the L2 murky in the second generation?

14. What is the parental language and the societal language?

15. What dictates the impermeability of English in the U.S.?

Questions from section 2 -

1. What do these adverbs modify respectively?

(3) You are extremely kind.
(4) They certainly have arrived.
(5) We run fast.
(6) In fact we run very fast.
(7) Suddenly she found herself in the same situation.
(8) He walks right into the door. (See Radford 1997 and Ernst 2002)
(9) He typed in a hurry.

[ (3), auxiliary verbs in (4), verbs in (5), adverbs in (6), clauses in (7), and prepositions in (8) (9) PP adverbs]

2. Why are adverbs “adjuncts” and not “arguments”?
3. What is the difference between:
(a) *she speaks very/too/extremely quickly
(b) *she speaks very/too/extremely now

4. Why does it matter theoretically whether adverbs are lexical or functional?

5. What are the basic tenants of the “null theory”


7. Label the sentence with the correct code:

A. Mixed English: 
   \( HC-Eng-HC \) (xYx) = Type (i)
   \( HC-Eng-Eng \) (xYy) = Type (ii)
   \( Eng-Eng-HC \) (yYx) = Type (iii)

B. Unmixed English: 
   \( Eng-Eng-Eng \) (yYy)

C. Mixed Haitian Creole: 
   \( Eng-HC-Eng \) (yXy) = Type (i)
   \( Eng-HC-HC \) (yXx) = Type (ii)
   \( HC-HC-Eng \) (xXy) = Type (iii)

D. Unmixed Haitian Creole: 
   \( HC-HC-HC \) (xXx)

1. ...
   \[ \text{m ka [di MAYBE paske] m konnen... (009, 2004)} \]
   \( 1p \text{ AUX V CONJ 1p V} \)
   ‘...I can say maybe because I know...’

2. ...
   \[ \text{i pa on fôm [fransè ANYWAY, WE] CALL IT A BROKEN FRENCH} \]
   \( 3p \text{ NEG D form French} \)
   ‘it isn’t a form of French anyway, we call it a broken French’

3. ...
   \[ \text{m te fè SUPERIOR SOLOIST, [UH, MAYBE m] kwè de tan. (010, 2005)} \]
   \( 1p \text{ PST V 1p V two times} \)
   ‘...a performance I did superior soloist, uh, maybe I believe two times...’

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**Why this difference?**

(c) Mo pa bwa diven

23
I not drink wine
(d) Mo bwa pa diven
I drink not wine
Why is this a problem for Rottet and how does he solve it?

The types of bilingual education (Review)

1. “Transitional bilingual education” (minority L1 → L2)
2. “Maintenance bilingual education” (L1 + L2) 2 & 3
3. “developmental maintenance” (L1 + L2) same

4. “immersion bilingual” (L2 only)
5. “two-way dual language” (L1 + L2) [both language
groups in one class]
6. “mainstream bilingual” (L1 + drip fed L2)

Guidelines for establishing successful bilingual programs
The goals of full bilingualism are to:
(i) show linguistic and related self-concept in both languages;
(ii) to demonstrate literacy skills in both languages;
(iii) to manifest control of the material taught in
content subjects (Devonish and Carpenter 2007:32).

Attention must be given to (see Lindholm-Leary 2007):

(1) assessment and accountability

- multiple measures in both languages on a yearly basis in order to assess learning
- follow the progress of a variety of groups in the program over time by using disaggregated data (data about individuals or sub-groups, like girls versus boys) in order to solve problems in the curriculum, testing, and instructional alignment
- Assessment must be aligned with the vision and goals of bilingualism, biliteracy, academic achievement, and multicultural competence

(2) curriculum

- aligned with standards and assessment
- Both languages and texts need to be developed across the curriculum
- Bilingual books in multiple genres and technological support
- adjusting the input to the comprehension level of the learner, making it interesting and relevant, providing it in sufficient quantity, and ensuring that it is challenging

(3) instructional practices

- Positive interactions between students and teachers in both languages are important
- Language instruction needs to be slower, expanded, simplified, repetitive, and highly contextualized
- Communication should give “scaffolding” or “shelter” by giving the context, motivation, and foundation of the new information
- Examples of scaffolding include visual aids, modeling and negotiating meaning with students, linking new to prior knowledge, giving students the chance to act as mediators, providing alternative assessment (like portfolios), and using diverse presentation strategies

WEDNESDAY
You have an unpolished Haitian Creole diamond in your mind.

They don’t think it is a diamond. They only think English or French is a diamond worthy of polishing.

They want you to believe your diamond is only a rock. They say, just forget about it, it is just a rock, not a diamond. (That suits them better because polishing diamonds is a lot of work!)

But it is a diamond! Polish it!
(4) **staff quality and professional development**

- Instructors need the appropriate teaching **certification** and knowledge of the subject matter, knowledge of curriculum and technology, instructional strategies, and classroom management.
- **Credentialed bilingual or ESL teachers** have knowledge of bilingual education and second language acquisition.
- Teachers should be **mentored** by trainers and other teachers and partnerships with universities should be encouraged.
- Teacher study groups, **retreats**, and **teaching evaluations** by colleagues are important.

(5) **program structure**

- Programs must be safe, orderly, and welcoming.
- All students should receive additive bilingual instruction.
- The program needs to have a central administration with a dedication to oversight, accountability, and planning.
- Planning includes determining the proper scope, sequence, and alignment with standards that are developmentally, linguistically, and culturally appropriate.

(6) **family and community involvement**

- A range of activities for the home and school.
- The parents and community feel welcomed because they encounter bilingual staff and see announcements and signs in both languages.

(7) **support and resources** (Lindholm-Leary 2007:5).

- Support is needed from the community, the school board, and the district.
- Resources have to be allocated fairly.
- Enriching and permanent part of the school.

**teacher, parent & student training required:**

- Deeply embedded diglossic attitudes
- Language discomforts
• “Diglossic correctness” towards the encouragement of diverse ways of expression

Flore Zéphir (1997) pair discussion questions (NEW PARTNER)

1. Why should bilingual education not be remedial education.
2. Define Language as a problem
   Language as a right
   Language as a resource
3. Would bilingual education threaten the “social and political stability of the US”? Exemplify yes/no.
4. How could bilingual education produce students with higher achievement?
5. How did bilingual education become a civil rights issue?
6. How can bilingual communities be seen as a resource?
7. What is the “Common Underlying Proficiency” model?
8. What are some cognitive benefits to bilingualism?
9. What are some of the problems in US school system with respect to bilinguals and Creole-speakers?
10. What is the “bipolar” classification of race found in the US? Why is this so empirically problematic?
11. How are Haitian students misclassified?
12. How does the status of Creole languages affect their treatment in schools?
13. What are differences between Haitian and US education that Haitian students have to adjust to?
14. Education or rehabilitation?

Johnson & Alphonse Férère
http://en.wikipedia.org/wiki/Consonant
http://en.wikipedia.org/wiki/Vowels

**Segmental:** In linguistics (specifically, phonetics and phonology), the term *segment* may be defined as "any discrete unit that can be identified, either physically or auditorily, in the stream of speech."

**Suprasegmental:** Some phonemes cannot be easily analyzed as distinct segments, but rather belong to a syllable or even word. Such "suprasegmentals" include tone, stress, and prosody. In some languages, nasality or vowel harmony is suprasegmental.

**English:** Places of articulation (active and passive)

1. *Exo-labial* (outer part of lip)
2. *Endo-labial* (inner part of lip)
3. *Dental* (teeth)
4. *Alveolar* (front part of alveolar ridge)
5. *Post-alveolar* (rear part of alveolar ridge & slightly behind it)
6. *Pre-palatal* (front part of hard palate that arches upward)
7. *Palatal* (hard palate)
8. *Velar* (soft palate)
9. *Uvular* (a.k.a. Post-velar; uvula)
10. *Pharyngeal* (pharyngeal wall)
11. *Glottal* (a.k.a. Laryngeal; vocal folds)
12. *Epiglottal* (epiglottis)
13. *Radical* (tongue root)
14. *Postero-dorsal* (back of tongue body)
15. *Antero-dorsal* (front of tongue body)
16. *Laminal* (tongue blade)
17. *Apical* (apex or tongue tip)
18. *Sub-laminal* (a.k.a. *Sub-apical*; underside of tongue)