

## 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 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
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](http://www.voanews.com)

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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**.

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

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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**

<b>A.Rhétorique (Junior year)</b>	<b>L'Artibonite (5,670)</b>	<b>Northwest (1,329)</b>	<b>West (52,599)</b>
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>B.Philosophie (Senior year)</b>	<b>L'Artibonite (1,278)</b>	<b>Northwest (448)</b>	<b>West (21,515)</b>
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 rùmù mæŋe bænæn

sa: ]

1p CON like to eat plaintain  
DEM

**2. Li te ban mwen l**

[ li te bæ mwù l ]

3p PST give meIO 3pDO

**3. I te ban mwen y**

[ i te bæ mwù 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<sub>z</sub> an<sub>z</sub>

...Envitasyon<sub>z</sub> [nou voye ba li] a<sub>z</sub>

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 <sup>j</sup> a]	_____
Gason an ‘the boy’	[gas <sup>y</sup> wã]	_____
Fim nan ‘the film’	[fim nã]	_____
Mont lan ‘the watch’	[m <sup>y</sup> t lã]	_____

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How should the word really be transcribed?

[pO] ‘peu’ [     ]     [edykasyon] ‘education’

[k↵r] ‘coeur’ [     ]

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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

[<sub>CP</sub> [<sub>C</sub> Pinga [<sub>IP</sub> ou [<sub>I</sub> [<sub>VP</sub> [<sub>V</sub> al... pale sa!]]]]]

[<sub>CP</sub> [<sub>C</sub> Don't<sub>x</sub> [<sub>IP</sub> you [<sub>I</sub> t<sub>x</sub> [<sub>VP</sub> [<sub>V</sub> 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)?

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**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.’

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“TMA Markers”

Tense, aspect and mood = INFLEXIONS = I<sup>0</sup> 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 -

2.Creolization as

**sui generis** -

3.**Inter alia** –

4.**Lexicon** -

5.Creole as an

**ostensive** label -

6. Relexification

7. ab ovo

8. hominid

9.homo erectus

10.homo sapien

11. vitiate the fact that

## **Transcription activity**

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

Koumatiboulout! M sezi nèt monchè!

Peyi a anboulatcha akòz 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?

## Quiz # 2 on HC Scrabble (2 points each)

1. What is *wari* or *kay*?  
(a) a game with dried beans (b) A variant of Scrabble (c) a variant of dominoes
2. Which of these digraphs does Hebblethwaite recommend for Scrabble?  
(a) an (b) en (c) ch (d) on
3. Hebblethwaite does recommend keeping HC accents (i.e. à, è, ò).  
(a) True (b) False
4. What is the justification for using a digraph like *ui* on a single tile?  
(a) It makes the game more compact (b) *u* is never realized on its own in HC  
(c) To make the game more fun
5. Generally speaking, in work on HC there has been an emphasis on:  
(a) Language planning (b) Applied linguistics (c) Theoretical linguistics
6. What is anagramming?  
(a) Retrieving words from memory (b) Crosswording  
(c) Deciphering visual letter cues (d) Deciphering subconscious letter cues
7. What is unique about the Thai game *Enjoy Words*?  
(a) More bonus squares (b) More letter tiles (c) Single & compound letters used
8. Impressive quantitative research was provided by the makers of:  
(a) Albanian Scrabble (b) Latin Scrabble (c) Czech Scrabble
9. Slaves in Saint Domingue had *absolutely* no exposure to letters, writing or literacy (Fouchard 1953):  
(a) True (b) False
10. This Haitian president invited the Catholic Church back into Haiti in 1860 and gave it permission to establish schools:  
(a) Pétion (b) Boyer (c) Soulouque (d) Geffrard





**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 pòté sak a i  
*Each devil is carrying sack the his*

HC Chak djap ap pote sak li a  
*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?

Jan	manje	pen	HC
Kòkú	du	blédi	Fongbe
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'	<i>la rivière</i>
Lakay la	'the home'	<i>la case</i>
Latè a	'the land'	<i>la terre</i>
Dlo a	'the water'	<i>l'eau</i>
Diri a	'the rice'	<i>le riz</i>

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 lê	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  $D^0$ ?

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	

## Haitian Creole determiner / pronoun data

**M wè frè yo**

1p see brothers DEF/POSS ☺ (M) ☺ ☺ ☺ (yo)  
'I see their brother(s)'  
'I see the brothers'

**M wè frè yo a**

1p see brother pl DEF ☺ (M) ☺ ☺ ☺ (yo)  
'I see their brother'  
I see the brother of theirs

\*M wè frè yo yo

Compare with:

M wè frè m  
M wè frè m nan  
M wè frè m yo  
1p see brothers POSS DEF

Disambiguation:

M wè frè pa yo  
M wè frè pa yo a



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
- (b) Si ou te entelijan, ou t a konnen repons lan.  
If 2p ANT intelligent, 2p ANT IRR know answer DEF
7. When thinking about the progressive aspect in HC, what is interesting about (a) & (b)?
- (a) M ap manje  
1p AP eating
- (b) M ap vini  
1p AP coming
8. What does the term “inchoative” refer to?

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

Examples

- I **am** tired.  
I **have** two children.  
I **like** the color blue.  
I **think** they **want** something to eat.  
We **believe** in many Gods...  
The case **contains** six bottles.  
This would **imply** that we didn't care.

Inchoative = verbal category referring to action that will soon take place, e.g. “I’m going to...”

The **lexical aspect**, or **aktionsart**, plural *aktionsarten*, of a verb is a part of the way in which that verb is structured in relation to time. Any event, state, process, or action a verb expresses—collectively, any *eventuality*—may also be said to have the same lexical aspect. Lexical aspect is distinguished from [grammatical aspect](#): lexical aspect is an inherent property of an eventuality, whereas grammatical aspect is a property of a specific verb form. Lexical aspect is invariant, while grammatical aspect can be changed according to the whims of the speaker.

For example, *eat an apple* differs from *sit* in that there is a natural endpoint or conclusion to eating an apple. There is a time at which the eating is finished, completed, or all done. By contrast, sitting can merely stop: unless we add more details, it makes no sense to say that someone *finished* sitting. This is a distinction of lexical aspect between the two verbs. Verbs that have natural endpoints are called *telic* (from [Ancient Greek](#) *telos*, end); those without are called *atelic*.



DeGraff 2007, 108 and following...

1. What is a modal verb? What does it “mark”?
2. Explain:
  - a. Tout moun vle al nan syèl
  - b. Everybody wants to go to heaven.
  - c. Iedereen wil gaan naar de hemel
3. What are the different purposes of *pou* ‘for.’
4. Point out syntactic/morphological similarities between Jamaican & Haitian Creole

***Gwan gal yuh fava teggereg,  
Ah wey yuh gwine goh do?  
Yuh an yuh boogooyagga fren  
Dem tink me fraid o' yuh?***

...

***Me noh know is wat kine o' chu'ch  
Fe yuh mout' coulda jine,  
Yuh lip dem heng dung lacka wen  
Mule kean meck up him mine.***

Louise Bennett

5. What is the difference between a & b?
  - a. Bouki konnen Boukinèt renmen l anpil
  - b. Bouki konnen ke Boukinèt renmen l anpil  
B knows that B loves him a lot
6. What is “recursion” or “iteration” in syntax?
7. What is the difference between a & b?
  - a. Moun ki pa travay p ap touche  
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  
Let’s vote P candidate 4p want D  
‘Let’s vote for the candidate we want’

## Michel DeGraff & Daniel Harbour

### Predicate clefts: West African substrate influence

[CP [IP [VP ]]]

What categories & structures have we already associated with CP?

---

Se malad Bouki malad, li pa mouri  
It's sick B sick , he didn't die  
'Bouki is really sick.'

Se mache Bouki te mache, li pa te kouri  
It's walk B PST walk , he NEG PST run  
'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?

---

#### Other types of clefting

Se yon doktè Elifèt ye, li pa yon enfimyè  
It's D doctor E pro, he NEG D nurse [Se<sub>x</sub> yon doktè] Elifèt ye<sub>x</sub>, 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 [Se<sub>x</sub> nan jaden an] Elifèt ye<sub>x</sub>  
'Elifèt is in the garden.' **PP**

Q: How are these clefts similar & different from those above?

Q: What types of categories/phrases are clefted?

-----  
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?)

-----  
**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

-----

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.                      that dog is more pretty than that cat  
chen sa **pli bèl ke** chat sa Fr.                              "                      "  
chen sa **pli bèl pase** chat sa DeGr "                      "
2. Explain this curious difference with existential verb *genyen/gen* 'to have.'  
(a) \*Kisa ou gen? [\* = ungrammatical]  
(b) Kisa ou genyen?  
What you have?                      'What do 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 bed the morning the 'I made the bed in the morning'

(b) Kabann nan fèt maten an  
Bed the made morning the '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 car the 'They demolished the car'.

(b) Machin nan kraze  
Car the demolished 'The car is demolished'.

Harbour, part 3.

1. Explain the relationship of example (a) with (b):

(a) Bondye granmèt tandex tandex priyè m  
God bigmaster hear hear prayer my  
'Lord God, truly hear my prayer.'

(b) Se tandex Bondye granmèt tandex priyè m  
It's hear God bigmaster hear prayer my  
'Lord God truly heard my prayer.'

2. What does Harbour mean by 'thoroughgoingness'  
(859).

3. What is 'low' versus 'high' reduplication?

-----  
4. Explain: "**Cooccurrence Restriction:** In the surface string, no single predicate can both be low reduplicated and cleft". Which one is bad = \*?  
Why?

- a) Jan kouri kouri pou l rive alè.
- b) Se kouri Jan kouri pou li rive alè.
- c) Se kouri Jan kouri kouri pou l rive alè.  
'Jan really ran fast to get there on time'

5. What is the *basic* argument of Harbour?

6. What is the implication/meaning of a *cooccurrence restriction*?

7. Does it make sense to assimilate *wh*-movement (questions) with predicate clefts?

## 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?
  
7. What is synchronic versus diachronic?
8. Explain the ‘creole continua’: basilect / mesolect / acrolect / lexifier
9. “P/C instantiates diachrony” (explain)

10. What is the difference between the examples:

- (a) Ti Pyè **deja** konn leson an  
Ti Pyè already know lesson the
- (b) \*Ti Pyè konn **deja** leson an  
'Ti Pyè already knows the lesson'
- (c) Pierre connait **déjà** la leçon  
Pierre know already the lesson
- (d) \*Pierre **déjà** connait la leçon  
'Pierre already knows the lesson'
- (e) Bò kókló lò sólé súlú nû Fongbe  
And chicken the again vomit thing  
'and the chicken again vomited the thing'  
'Et le poulet vomit encore la chose' Fr
- (f) Je ne veut **pas** étudier
- (g) \*Je ne pas veut étudier
- (h) M **pa** vle etidye
- (i) \*M vle pa etidye  
'I don't want to study'

Data from Fongbe (Brand 2000, *my translations*)

- (a) bò vi lò jè vǎ lò kûji  
and child the began flute the play  
'and the child began to play the flute (Brand 2000:41)

**What is curious about the direct object?**

- (b) bò ññnú lò dò  
and woman the said  
'and the woman said...'

- (c) bò ñã lò huzu Dã Ayida Huèdo (37)  
and man the became Dan Ayida Huèdo  
'and the man became the snake Ayida Huèdo

**What is curious about the definite determiner?**

- (d) bò yé yi jè kòta dé kō  
and they left arrived termite mound a nearby  
'and they arrived at a nearby termite mound' (37)

**What is curious about the indefinite determiner?**

Notes on Fongbe:



Regarding (a), see (e):

- (e) Timoun nan pote **bagay la** vini  
Child the carry thing the come  
'the child carried the thing over'
- (f) Li voye **fatra a** jete  
She sent trash the throw  
'She threw the trash away'

What is curious about the direct object in these serial verb constructions?

Notes on HC lexical items:

*ayovi, alounvi, aлови, elounvi, elovi, malounvi, tchovi, tyovi* = child still-born or deceased after birth; tiny baby

*Danbala Wedo / Ayida Wedo*

*Nonm* = *un homme* or *ñã*

*La* = *lò* ?

*Yo* = *yé* (n.b. in Louisiana Creole 3p pl. is *ye*) *eux*

Question on morphosyntax, 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?

Tree-drawing activity. Can you diagram this square-bracketed information:

[<sub>AgP</sub> Je [<sub>Ag'</sub> [aim<sub>i</sub>-er]<sub>j</sub>-a] [<sub>TP</sub> [<sub>T'</sub> t<sub>j</sub> [<sub>VP</sub> [<sub>V'</sub> t<sub>i</sub> ]]]]]]

J'aimera = I will love

Questions:

1. How is the morphology driving the syntax?
2. Explain:
  - (a) Ben ne parle **pas** bien le fongbe **FINITE**
  - (b) Ne **pas parler** le fongbe n'est pas bon. **NON-F**
  - (c) \*Ne parler **pas** le fongbe n'est pas bon.

3. What is DeGraff trying to say about inflection?

Fr.	Je	[parl]	Nous	[parlõ(z)]
	Tu	[parl]	Vous	[parle(z)]
	Il	[parl]	Elles	[parl(t)]
HC	M	pale	Nou	pale
	Ou	pale		
	Li	pale/pal	Yo	pale

4. What is interesting about Louisiana Creole?

(a) Fo tuzhu koupe zerb la

Must always cut grass the

(b) Fo to kup tuzhu zerb la

Must you cut always grass the

*Why this difference?*

(c) Mo pa bwa diven

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?*

5. What is interesting about English diachronically?

What happened to English and why did it happen?

Ti dikte IPA

[ blã mãnã muri ãba lakal batimã ã ]

[ dʔõb mwù se tfeke fim nã ]

## **Flore Zéphir (1998)**

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 “cultural wastage.”
8. What is the “Common Underlying Proficiency” model?
9. What are some cognitive benefits to bilingualism?
10.    What are some of the problems in US school system with respect to bilinguals and Creole-speakers?
11.    What is the “bipolar” classification of race found in the US? Why is this so empirically problematic?

## Is Haitian Creole a Pro-Drop Language

1. What is pro-drop, what is a null subject?
2. What is curious about:
  - (a) Genlè Jak damou  
Seems Jacques is in love  
'*it seems* Jacques is in love.'
  - (b) (li) te fè frèt  
\*(It) was cold  
\*(Il) faisait froid (Fr.)  
'it was cold.'
3. What other empty categories have we talked about?
4. What is a 'referential pronoun' versus an expletive pronoun
  
5. What do these examples suggest with respect to the notions 'tonic pronoun' versus 'clitic'?  
Mwen ale > m ale  
Mwen ap pale > m ap pale
6. What is wrong below?  
\*Li, bèl ti abitan an, ap viv nan vil Sen-Mak  
She, the lovely little farmer, is living living in Sen-Mak
7. In the question, *Ki moun ki genyen*, what can one answer?  
Bouki  
Li-menm  
Li

8. Do Haitian auxiliaries move?

\*Te ou wè mwen?

Did you see me

Is