ENGLISH IN ASIA, AFRICA, AND THE CARIBBEAN. THE ENGLISH-BASED PIDGINS AND CREOLES

OBJECTIVES

This practice session introduces a topic in English in Africa, Asia, the Caribbean. It also turns to the development of mixed types of English called pidgins and creoles.

IN THIS SESSION, YOU WILL STUDY:

- About the spread of English worldwide;
- The role of English in Asia and Africa;
- About mixed languages and how they evolve.

OUTLINE

1. English in Asia.
2. English in Africa.
3. English in the Caribbean.
4. English-based pidgins and creoles.

SELF-STUDY INSTRUCTIONS

Reading for this session on your own, **it is important to give attention to the following facts**.

- When the British colonies were established in Africa (in the 19th century), the majority of population remained African and spoke many different languages.
- The vocabulary of the English language in Africa reflects the struggle against colonialism.
- Colonialism and slavery policy gave rise to various vernacular forms of English – Black American English, and numerous contact languages worldwide.
- The terms *pidginization, creolization, acrolect, basilect* are all used to deal with mixed languages.

RECOMMENDED READING

Скибина В. И. Национально негомогенный язык и лексикографическая практика / В. И. Скибина. – Запорожье : Видавець, 1996. – С. 67-79.

FURTHER READING

Козлова Т.О. Іконічність у лексиці індоєвропейської прамови / Тетяна Олегівна Козлова. – Запоріжжя : Кругозір, 2015. – С. 93-101, 103-104, 129-133, 121-128, 168-174.

English Around the World: Sociolinguistic Perspectives / Edited by Jenny Cheshire. - Cambridge : Cambridge University Press, 2012. – P. 269-646.

Trudgill P. A Glossary of Sociolinguistics / Peter Trudgill. – Oxford : Oxford University Press, 2003. – 148 p.

INTERNET RESOURCES

Hickey R. Variety studies [Electronic resource] / Raymond Hickley. – Access mode : https://www.uni-due.de/ELE/VarietiesOfEnglish.pdf . – P. 45-46, 48-49.

Katalin B. B. Beginner's English Dialectology: An introduction to the accents and dialects of English [Electronic resource] / Balogné Bérkes Katalin. - Budapest : AD LIBRUM, 2008. – P. 51-60. – Access mode : http://mek.oszk.hu/15100/15126/15126.pdf

IMPORTANT CONCEPTS AND TERMS

- acrolect;
- basilect;
- Bislama;
- English-based contact varieties / languages;
- English-based creole;
- extended/expanded pidgins;
- Jamaican Creole English;
- pidginized form of English;
- rapping rhythm;
- Tok Pisin.

SELF-STUDY ASSIGNMENTS

Assignment 1. Comment on the following:

"I believe very strongly that Creole people are the owners of the Creole language and culture. Decisions about the language need to be made by Creole communities. But in order for that to happen, people have to have access to the information they need to make informed decisions about their lives.

I never thought I'd be among the 'last generation of speakers' of Louisiana Creole. But I recognize that if something major is not done and done quickly, that's how it will be. When our generation goes to its graves, the language will essentially die with us. I also realize that speakers of our generation have been pretty active over the years in regards to the language. We've done some good things, and taught the language to quite a few people. And there are some lovely young people out there with the ability and talent and drive to carry on. But for me, it's a little bit like having a business that's losing money. We're making some great sales to some great people, but not in volume enough to be able to feel confident about keeping the doors open"

Source: Quotes from a learned scholar and a Creole speaker (https://creole.nsula.edu/creole-language/)

Do you agree that:

- Language is the DNA of a culture and the vehicle for the traditions, customs, stories, history, and beliefs of a people?
- A lost language is a lost culture?

Assignment 2. Analyze the following examples and discover key features of a contact language. Pay attention to:

- a reduced vocabulary, compensated for by the extensive use of paraphrase and metaphor;
- a degenerate system of grammatical inflections (particularly plural *-s* on nouns and past tense *-ed*);
- a lack of grammatical function words such as the copula *be*;
- strict syntax (word order);
- use of a generalized preposition '*belong*';
- in certain points more elaborate system of pronouns;
- less differentiated phonology (eg in Tok Pisin, labials [p] and [f], and sibilants /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/ are not distinguished).

- *Skru bilong han* (literally 'screw [which] belongs [to the] arm') "elbow" (Tok Pisin)
- *She do tell me* - 'She tells me' (Barbados Creole);
- *pisin* "bird" (< *pigeon*, the homophony of this word with the name of the language has led to a limited association between the two);
- *Di pikni sik* - 'The child is sick' (Jamaican Creole);
- *Dem plaan di tri* – 'They planted the tree' (Jamaican Creole);
- *Lanwis blong Ripablik blong Vanuatu, hemia Bislama*. – 'The language of the Republic of Vatuatu is Bislama' (Bislama in Vanuatu);
- *Fred I bin singaotem yumi long lafet* (Bislama: *yumi* – 1st person, plural, inclusive) vs *Fred I bin singaotem mifala long lafet* (Bislama: *mifala* – 1st person, plural, exclusive) – 'Fred invited us to the party';
- *hevi* "heavy" (adj); "weight" (n) (Tok Pisin);
- *nambawan pikinini bilong misis kwin* (literally 'first child of Mrs Queen') "Prince Charles" (Tok Pisin);
- *maus gras* (lit: 'mouth grass') "moustache" (Tok Pisin);
- *Mi wok nau*. – 'I'm working now' vs *Mi wok asde*. – 'I worked yesterday.' (Tok Pisin).

3. Assignment. Make up a glossary of the following terms: *Bislama, Tok Pisin, Jamaican creole English.*