# LNGT0101
## Introduction to Linguistics

Lingu-ist-ic-s
[lɪŋ-gʷí-stɪks]
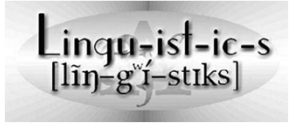
Lecture #23
Dec 5th, 2011

---

## Announcements

- Still lagging behind with grading, but you should get both HW4 and HW5 later this week. I will also post the solutions before the final exam is posted.
- On Wednesday we do course response forms in the last 15 minutes of class time.
- Any interesting observations/facts coming out of your LAP projects?

---

| Maori | Hawaiian | Samoan | Fijian | Gloss | Proto-Polynesian (to be completed) |
|---|---|---|---|---|---|
| pou | pou | pou | bou | post | * |
| tapu | kapu | tapu | tabu | forbidden | * |
| taŋi | kani | taŋi | taŋi | cry | * |
| takere | kaʔele | taʔele | takele | keel | * |
| hono | hono | fono | vono | stay, sit | * |
| marama | malama | malama | malama | light, moon | * |
| kaho | ʔaho | ʔaso | kaso | thatch | * |

a. Find the correspondence sets. (*Hint*: There are fourteen. For example: o-o-o-o, p-p-p-b.)
b. For each correspondence set, reconstruct a protosound. Mention any sound changes that you observe. For example:
   o-o-o-o *o
   p-p-p-b *p     p → b in Fijian.
c. Complete the table by filling in the reconstructed words in Proto-Polynesian.

---

| Dialect 1 | Dialect 2 | Gloss | Earlier Form (to be completed) |
|---|---|---|---|
| [kasa] | [kaθa] | hunt (noun) | * |
| [si] | [si] | yes | * |
| [gajo] | [gaʎo] | rooster | * |
| [dies] | [dieθ] | ten | * |
| [pojo] | [pojo] | kind of bench | * |
| [kaje] | [kaʎe] | street | * |
| [majo] | [majo] | May | * |
| [kasa] | [kasa] | house | * |
| [siŋko] | [θiŋko] | five | * |
| [dos] | [dos] | two | * |
| [pojo] | [poʎo] | chicken | * |

a. Find the correspondence sets—there are fourteen of them, for example p-p.
b. Reconstruct each of the fourteen protosounds, for example *p.
c. What, if any, are the sound changes that took place in the two dialects?
   Dialect 1:
   Dialect 2:
d. Complete the table by filling in the reconstructed earlier form.

---

## Language contact

Creating language out of thin air:
The case of Pidgins and Creoles

---

## How about we listen to this English-based speech variety?

- http://www.ida.liu.se/~g-robek//audio/png-LorisDicksTokPisin.mp3

- How much did you understand?
- Maybe we can try reading. Not sure it'll help, but let's try.

## Emergence of Pidgins and Creoles

- A *pidgin* is a system of communication used by people who do not know each other's languages but need to communicate with one another for trading or other purposes.
- By definition, then, a pidgin is not a natural language. It's a made-up "makeshift" language. Notice, crucially, that it does not have native speakers.

7

## Pidginization areas
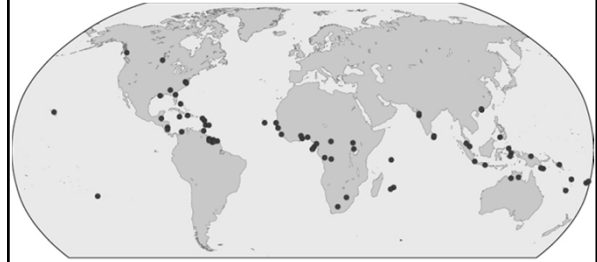


8

## Where does the word "pidgin" come from?

- It's not clear.
- Probably from the non-native pronunciation of the word "business."
- Or from "pequeno portugues"?
- Some people even suggested Hebrew "pidjom" meaning "barter," as a source?
- Why not from "pigeon," then?

9

## The lexicons of Pidgins are typically based on some dominant language

- While a pidgin is used by speakers of different languages, it is typically based on the lexicon of what is called a "dominant" language in the area where it is spoken.
- Dominant languages were typically those of the European colonialists, e.g., French, English, Dutch, etc.
- The dominant language is called the *lexifier*, or the *superstratum* language. The native languages of pidgin users are called *substratum* languages.

10

## Pidgins are linguistically simplified systems

- As you should expect, pidgins are very simple in their linguistic properties.
- Lexicon:
  a. Words from lexifier languages;
  b. Words belong to open classes (nouns, verbs, adjectives);
  c. No or few closed class words (prepositions, conjunctions, determiners, etc.)

11

## Pidgins are linguistically simplified systems

- Since pidgin vocabulary is pretty limited, meanings are extended (cf. semantic broadening.)
- So, *stick* is not only used for sticks, but also for trees, in Solomon Islands Pidgin.
- In Korean Bamboo English, *grass* is used in "gras bilong head" to mean "hair", and in "gras bilong mouth" to mean "moustache".
- Compounds are also frequent, e.g., *dog baby* for "puppy", or
  "*Him cow pig have kittens*?"

12

## Pidgins are linguistically simplified systems

- Phonology:
    a. Phoneme inventory: Consonants and vowels that are phonetically easy.
    b. Syllable structure: Typically CV or CVC.
    c. Stress: fixed stress location.
- Morphology:
    Pretty much none. No plural, tense or aspect marking. No agreement, either.
- Syntax:
    Variable word order, influenced by the user's native language.
    Sentences are simple and short with no embedding.

13

## A pidgin example

- Hawaiian Pidgin English (HPE), ignoring pronunciation:
    - You see, I got wood there; plenty men here no job, come steal.
    - Honolulu come; plenty more come; too much pineapple there.
    - No can. I try hard get good ones. Before, plenty duck; now, no more.
    - All 'ight, all 'ight, I go; all same, by'n bye Honolulu all Japanese.

14

## Kids?

- Suppose you're a child born in a speech community where a pidgin is spoken (either by your parents or by the other kids in the neighborhood).
- The pidgin utterances are your PLD.
- But remember that a pidgin is not a natural language.
- So, what language are you going to end up learning on the basis of these PLD?

15

## Creole: The birth of a language

- As it turns out, kids impose **structure** on the language input they receive, ending up with a language that has prepositions, articles, tense marking, aspect morphology, embedded sentences, etc.
- When a pidgin is acquired as a first language by a generation of children, it becomes a *creole*. A creole thus, unlike a pidgin, is a natural language.

16

## Where does "creole" come from?

- The term comes from the Portuguese *crioulo*, and originally meant a person of European descent who had been born and brought up in a colonial territory. Later, it came to be applied to other people who were native to these areas, and then to the kind of language the spoke.
- Creoles are typically classified based on their lexifier language, e.g., *English-based, French-based*, etc.

17

## When a pidgin becomes a creole, …

- Compare the linguistic properties of Hawaiian Pidgin English (HPE) and Hawaiian Creole English (HCE).
- Word order:
    HPE: S always before O, but position of verb varies.

    HCE: SVO, and allows other orders for pragmatic use.

18

## When a pidgin becomes a creole, …

- Articles:

  HPE: definite/indefinite articles if existent are used fairly randomly.

  HCE: Definite *da* used for all and only known specific references. Indefinite *wan* used for all and only unknown specific references. Other NPs have no article.

19

## When a pidgin becomes a creole, …

- HCE: **bin** marks tense, **go** marks modality, **stei** marks aspect.

  **Wail wi stei paedl, jaen stei put wata insaid da kanu—hei, da san av a gan haed sink!**
  *"While we were paddling, John was letting water into the canoe—hey, the son-of-a-gun had sunk it!"*

  **As tu bin get had taim reizing dag.**
  *"The two of us used to have a hard time raising dogs."*

20

## When a pidgin becomes a creole, …

- HCE: complementizers *fo* vs. *go*, where the former is used with hypothetical events, and the latter with events that actually happened. Notice the embedding as well.

  **a. Mo beta a bin go hanalulu fo bai maiself.**
  *"It would have been better if I'd gone to Honolulu to buy it myself."*

  **b. Ai gata go haia wan kapinta go fiks da fom.**
  *"I had to hire a carpenter to fix the form."*

21

## HPE vs. HCE

*a* Pidgin:
No, the men, ah–pau [finished] work–they go, make garden. Plant this, ah, cabbage, like that. Plant potato, like that. And then–all that one–all right, sit down. Make lilly bit story.

*b* Creole:
When work pau [is finished] da guys they stay go make [are going to make] garden for plant potato an' cabbage an' after little while they go sit down talk story ['shoot the breeze'].

22

## Next class agenda

- More on creoles and the creolization process.

- Revisiting language and thought. Read Chapter 1, pp. 29-34. Also Crystal's discussion of "Language and thought", pp. 14-15 in the Encyclopedia on reserve.

- A little bit more about language endangerment. Follow the link on the syllabus table to read the LSA article about endangered languages.

23