SCL JAMAICA 2016
PROGRAMME-AT-A-GLANCE

(Unless otherwise noted, all sessions will take place in the Faculty of Humanities and Education (FHE), Ring Road, The University of the West Indies (UWI), Mona)

TIME	Tuesday 2 August	Wednesday 3 August	Thursday 4 August	Friday 5 August
8:00 A.M.–2:00 P.M.	**REGISTRATION** **Old Education Lecture Theatre (OELT)**			
8:30–10:00 A.M.	SESSION 1 **Plenary** Janet Donnelly (President, SCL) (9:00 AM) *Room N1* *Neville Hall Lecture Theatre*	SESSION 6 **Workshop** Michel DeGraff *Room N1* *Neville Hall Lecture Theatre*	SESSION 11 **Launch of Children's Books in Jamaican - *Di Likl Prins* and *Alis Advencha ina Wandalan*** *Room O1* **Panel 11: Poster Session** *Room O2*	SESSION 16 **ICCLR/JLU Colloquium 4** The Linguist as Public Intellectual *Room N1* *Neville Hall Lecture Theatre*
10:00–10:30 A.M.	**COFFEE BREAK**			
10:30 A.M.–12:30 p.m.	SESSION 2 **Panel 2A** - Syntax 1 *Room O2* **Panel 2B** - Phonology 1 - Prosody *Room O1* **Panel 2C** - Language Contact *Room O3*	SESSION 7 **ICCLR/JLU Colloquium 1** Literacy and Language Education in a Bilingual Context *Room O2* **ICCLR/JLU Colloquium 2** *The Dictionary of Caribbean English*	SESSION 12 **Panel 12A -** Lexicon *Room O2* **Panel 12B -** Language and Education in Jamaica *Room O3* **Panel 12C** - Caribbean French Creole 1	SESSION 17 **Panel 17A -** Language Attitudes *Room O1* **Panel 17B -** Language Issues *Room O2* **Panel 17C**

		Usage: Its Impact after 20 Years *Room O3*	*Room O1*	Language Development and More *Room O3*
12:00 NOON/12:30–1:30 P.M	**LUNCH**			
1:30–3:00 P.M.	SESSION 3 **Panel 3A** - Syntax 2 *Room O1* **Panel 3B** - Language Policy and Language Planning *Room O2* **Panel 3C** - Indigenous Languages *FHE Conference Room*	SESSION 8 **ICCLR/JLU Colloquium 3** Academic Literacies: Analysing Programme Change Outcomes *Room O3* **Panel 8 -** Sign Linguistics 1 - Country Studies *FHE Conference Room*	SESSION 13 **Panel 13A -** Sign Linguistics 2 - Sociolinguistics Plus *Room O1* **Panel 13B -** Caribbean French Creole 2 *Room O2* **Panel 13C -** SSS Islands *Room O3*	SESSION 18 **Panel 18A -** Papiamentu *Room O2* **Panel 18B -** Language Vitality *Room O3*
3:30–4:00 P.M.	**COFFEE BREAK**			
4:00–6:30 P.M.	SESSION 4 **Panel 4A -** Sociolinguistics *Room O2* **Panel 4B** - Forensic Linguistics *Room O3*	SESSION 9 **Formal Launch of CaribSHA (Caribbean Speech-Language -Hearing Association)** and **CaribSHA Business Meeting** *Room O1* **Panel 9A -** Caribbean Music and Language *Room O2* **Panel 9B -**	SESSION 14 **SCL Biennial General Meeting** (4:00-6:00 P.M.) *Room N1*	SESSION 19 **Carolyn Cooper Public Lecture** *Room N1*

		History and Identity ***Room O3 - ROOM CHANGED TO FHE CONFERENCE ROOM*** **Book Launch - *Language Education in the Caribbean: Selected Articles by Dennis Craig* (5:00 p.m.)** *UWI Undercroft*		
6:30–8:00 P.M.	SESSION 5 **Official Opening Public Lecture by Hubert Devonish and Cocktails** *Room N1*	SESSION 10 **CaribSHA Public Panel Discussion** Speech-Language-Hearing Services in the Caribbean: Present and Future Directions *FHE Conference Room*	SESSION 15 **Cultural Event and Dinner** *Mona Visitors' Lodge - Lawns and Ruins*	
8:00 P.M.				SESSION 20 **Final Social Event** *Home of Hubert Devonish*

LING 6611 - WORKSHOP SERIES ON PROFESSIONALISM IN LINGUISTICS (2-CREDITS)

with Kadian Walters

Saturday 6 August 2016 - Visit to Moore Town

Society for Caribbean Linguistics

ICCLR International Centre for Caribbean Language Research

JLU - Jamaican Language Unit

TUESDAY 2 AUGUST 2016

SESSION 1

PLENARY

9:00–10:00 a.m.

Janet DONNELLY (College of the Bahamas)

President, Society for Caribbean Linguistics (SCL)

Past Imperfect, Future Progressive:
Observations on the Origin and Evolution of Creole Language Studies

Chair: Clive Forrester

Room N1

SESSION 2

10:30 a.m.–12:00 p.m.

PANEL 2A

Syntax 1

Chair: Ben Braithwaite

Room O2

1. MÜHLEISEN, Susanne (Universität Bayreuth). Second Person Plural Pronouns in Caribbean Creoles: Cognitive and Pragmatic Approaches
2. JACKSON, Samantha (UWI, St Augustine): Trinidadian Pre-schoolers' Personal Pronouns and Possessive Determiners
3. ZÚÑIGA ARGÜELLO, René (Universidad Nacional de Costa Rica). Limón Creole Syntax: The Simplex Clause

PANEL 2B

Phonology 1 - Prosody

Chair: Silvia Kouwenberg

Room O1

4. GOODEN, Shelome (University of Pittsburgh). Acoustic Evidence for Prosodic Boundaries in Jamaican Creole
5. WILKINS, Tanyia-Joy (UWI, Mona). Patterns of Stress and Accent Assignment in Jamaican English
6. DAWKINS, Nickesha (UWI, Mona). Styling through Rhyming: Acoustic Variation of Vowels in Jamaican Dancehall Lyrics

PANEL 2C
Language Contact
Chair: Helean McPhee
Room O3

7. YAKPO, Kofi (University of Hong Kong) and Naomi SAMIDIN (Anton de Kom Universiteit van Suriname). Patterns of Mixing: Surinamese Javanese and Sarnami in Contact with Sranan and Dutch
8. MIGGE, Bettina (University College Dublin). Matawai and the (Other) Creoles of Suriname
9. TÉZIL, David (Indiana University). Talking like the Port-au-Prince Talk: How Social Changes Help Spread Language Change

SESSION 3
1:30–3:30 p.m.

PANEL 3A
Syntax 2
Chair: Michèle Kennedy
Room O1

10. FISHER, Sabriya (University of Pennsylvania). Tense-Aspect Meaning and Variable Verbal Morphology of Main Verbs Following *ain't* in AAE
11. SLADE, Benjamin (The University of Utah). The Semantics of Jamaican Creole Verbal Reduplication
12. van der AUWERA, Johan (Universiteit Antwerpen). Negative Indefinites in Caribbean Creoles
13. DeBOSE, Charles (California State University, East Bay). Anterior Aspect Marking in Samaná English and African American Language

PANEL 3B
Language Policy and Language Planning
Chair: Nicholas Faraclas
Room O2

14. McPHEE, Helean (College of the Bahamas). Language Planning in the Education System of The Bahamas
15. DARVIN, Jacqueline (Queen's College, CUNY) and Kari-Lee GRANT (Lawrence Road Middle School). Improving the Education of Speakers of Caribbean Languages in New York City Public Schools
16. JOSEPH-HAYNES, Marisol and Yolanda RIVERA CASTILLO (Universidad de Puerto Rico, Río Piedras). The Role of Native Speakers in Determining Language Policy for Limonese Creole
17. BARAHONA GAMBOA, Hazel and Daniela CHINCHILLA JIMÉNEZ (Universidad Nacional de Costa Rica). Las ideologías lingüísticas hacia el inglés criollo de Limón, Costa Rica

PANEL 3C
Indigenous Languages (1:30-4:00 p.m.)
FHE Conference Room
Chair: Bettina Migge

18. ROKSANDIC, Ivan (University of Winnipeg). An Underused Resource: The Relevance of Indigenous Toponomastics in the Western Caribbean
19. SMITH, Daidrah (UWI, Mona). The Role of Culture in the Semantic-Syntactic Mapping of Items along the Time-Stability Continuum
20. KOUWENBERG, Silvia (UWI, Mona). The Strange Absence of Amerindians in Creole Formation: The Berbice Dutch Case
21. MENDEZ, Pilar (Universidad Distrital Francisco José de Caldas). Unveiling the Contradiction between Policies and Bilingualism Practices in the Wayuu Classroom
22. BARKER, Lisa (UWI, Mona). An Examination of Guyanese Kari'na Morphophonology

SESSION 4
4:00–6:30 p.m.

PANEL 4A
Sociolinguistics
Room O2
Chair: Janet Donnelly

23. HALL, Rosemary (University of Oxford). *Goin' dahn de road*: Performing Bermudian English in a New Linguistic Market
24. PEREIRA, Joyce (University of Aruba). Language Activism for Language Awareness in Aruba
25. TOMEI, Renato (University for Foreigners of Perugia). From Africa to Africa: Linguistic Acquisition of Jamaican Speech Forms in Shashamane, Ethiopia
26. MALCOLM, Julie and Hubert DEVONISH (UWI, Mona). The Powerless Speak Back: Assertive Creole Language Use in a Dissolving Diglossia
27. FULLER MEDINA, Nicté (University of Ottawa). "Lo que hacen mix es el kriol y el English": Community Patterns of Language Mixing in Belize (CANCELLED)

PANEL 4B
Forensic Linguistics
Room O3
Chair: Janice Jules

28. SHIELDS BRODBER, Kathryn (UWI, Mona). Manoeuvering Discourse Hurdles in a Jamaican Paralegal Setting
29. FORRESTER, Clive (York University). Jamaican Creole Language Issues Inside Ontario Courts: The Dynamics of Linguistic Consultancies
30. BLAKE, Celia (UWI, Mona). A Tale of Homophonic Pairs: A Case Study in the Jamaican Legal Process

31. EVANS, R. Sandra (UWI, St Augustine). “It’s not a problem; we do it ourselves”: Interpreting for the Police in Dominica and St. Lucia
32. WALTERS, Kadian (UWI, Mona). “Dem a Chrai fi Tai Wi Op”: A Thematic Analysis of the Perspectives of Monolingual Jamaican Creole Witnesses in the West Kingston Commission of Enquiry

SESSION 5

Hubert DEVONISH (UWI, Mona)

Chair, Local Organising Committee

Language Education and Language Rights Issues: The Way Forward

OPENING PUBLIC LECTURE

AND

COCKTAILS

Chair: Rocky Meade

Room N1

WEDNESDAY 3 AUGUST 2016

SESSION 6

WORKSHOP

Michel DeGRAFF (MIT-Haiti Initiative)

Implementation of Kreyòl as a Language of Education in Haiti

Room N1

Chair: Hubert Devonish

SESSION 7

10:30 a.m.–12:00 noon

ICCLR/JLU COLLOQUIUM 1:

Literacy and Language Education in a Bilingual Context: Policy and Practice

Michèle KENNEDY and Rocky R. MEADE (UWI, Mona), with Shondel NERO, Shyrel-Ann DEAN, Silvia KOUWENBERG, Yewande LEWIS-FOKUM, Zoraida Fiquaire ESCALONE and Grace MCLEAN

Room O2

ICCLR/JLU COLLOQUIUM 2:

***The Dictionary of Caribbean English Usage*: Its Impact after 20 Years**

Jeannette ALLSOPP (UWI, Cave Hill), Renata de BIES (Anton de Kom Universiteit van Suriname) and Romel SPRINGER (UWI, Cave Hill)

Room O3

SESSION 8

1:30–3:30 p.m.

ICCLR/JLU COLLOQUIUM 3:

Academic Literacies: Analysing Programme Change Outcomes

Ingrid McLAREN (UWI, Mona), with Caroline DYCHE, Claudette COOTE-THOMPSON Clover McKENZIE and Beverley ANDERSON JOSEPHS

Room O2

PANEL 8 (1:30–3:00 p.m.)

Sign Linguistics 1 - Country Studies

FHE Conference Room

Chair: Keren Cumberbatch

33. BRAITHWAITE, Ben (UWI, St Augustine). The Diversity of Caribbean Signed Languages and What It Means for Linguists and Linguistics
34. KWOK, Lily (UWI, St Augustine), Rehana OMARDEEN (Swarthmore/UWI, St Augustine) and Ben BRAITHWAITE (UWI, St Augustine). Sign Language in South Rupununi, Guyana

35. BRAITHWAITE, Ben, Alicia LAMB-STERLING (UWI, St Augustine), Rian GAYLE (Western Oregon University) and Taryn FORREST-HARRIOTT (Jamaica Association for the Deaf). The History of Sign Language and the Deaf Community in Jamaica

SESSION 9
4:00–6:30 p.m.

Formal Launch of the Caribbean Speech-Language-Hearing Association (CaribSHA)
FHE Conference Room
and
CaribSHA Business Meeting
FHE Conference Room

PANEL 9A
Caribbean Music and Language
Room O2
Chair: Ian Robertson

36. HENRY, Audene and Daidrah SMITH (UWI, Mona). Soun Bwai Fi Ded: The Discourse Space of Jamaica's Sound System Culture
37. JONES, Byron (UWI, St Augustine). The Corpus of Jamaican Popular Music: Construction and Methodology
38. SIMMONDS, AnnMarie (American University in Dubai). Going Up in "Flames": A Lyrical Analysis of Antiguan Soca
39. BARRATT, Kai (University of Technology, Kingston). "Looser than Lucy": Destra Garcia's Representation of Female Autonomy in "Lucy"
40. EDWARDS, Walter (Wayne State University). Identity Performance in the Language of the Dub Poetry of Linton Kwesi Johnson (CANCELLED)

PANEL 9B
History and Identity
Room O3 - ROOM CHANGED TO FHE CONFERENCE ROOM
Chair: Jorge Antonio Leoni de León

41. DELGADO, Sally (Universidad de Puerto Rico, Río Piedras). Swearing Promotes Social Cohesion: From *Warm Words* to the *Most Swearing Reprobate Fellow among Them*
42. MARTÍNEZ, Huana and Uahtibili BAEZ (AfroCaribbean Research Group). El hablar en lechi di poti y el discurso sobre la identidad en Puerto Rico: Conección maya-boricua (CANCELLED)
43. MUSSELMAN DE PÉREZ, Regina (Pearson). Code-switching as Hybrid Linguistic Identity among On-Island Puerto Rican Professionals
44. FARACLAS, Nicholas (Universidad de Puerto Rico, Río Piedras). A Critical Analysis of Neo-Colonial Discourse and Performance Promoting Homophobia in the Anglophone Countries of the Caribbean and the Afro-Atlantic

45. SCHRENK, Havenol (UWI, Mona). The Iconic Nature of Rasta Talk and Its Basis in Rasta Ideology

Launch of
Language Education in the Caribbean: Selected Articles by Dennis Craig
Jeannette Allsopp and Zellynne Jennings
(5:00 p.m.)
UWI Undercroft

SESSION 10

6:30–8:00 p.m.

CaribSHA Public Panel Discussion
Speech-Language-Hearing Services in the Caribbean: Present and Future Directions
Chair: Kathy-Ann Drayton
FHE Conference Room

THURSDAY 4 AUGUST 2016

SESSION 11

8:30–10:00 a.m.

Launch of Children's Books in Jamaican

Room O1

Translator: Tamirand De Lisser

Di Likl Prins

Edited by Jean-Marc Probst, and published by Editions Favre, Lausanne

and

Alis Advencha ina Wandalan

Edited by Michael Everson and published by Evertype, Portlaoise, Ireland

PANEL 11: POSTER SESSION

Room O2

Chair: Kadian Walters

46. ALI, Kristian (UWI, St Augustine). A Preliminary Comparison between Classifiers in Trinidad and Tobago Sign Language and American Sign Language
47. PANDOHEE, Shaneise (UWI, St Augustine). Market Vendor Discourse in Trinidad (CANCELLED)
48. MALCOLM, Taryn and Loraine OBLER (Graduate Center, CUNY). Differences between Jamaican Creole and Standard American English in the Greater NYC Area

SESSION 12

10:30 a.m.–12:00 p.m.

PANEL 12A

Lexicon

Room O2

Chair: Joseph Farquharson

49. LEONI DE LEÓN, Jorge Antonio (Universidad de Costa Rica). Diccionario de términos gastronómicos de Costa Rica
50. CUBILLO ARAYA, Margie (Universidad Nacional de Costa Rica). ESP: The Teaching of Technical Lexicon in Higher Education in Costa Rica
51. SIEGEL, Jason (UWI, Cave Hill). Teaching Lexicography to Increase Language Awareness: Toward a Caribbean Educational Policy

PANEL 12B

Language and Education in Jamaica (10:30 a.m.–12:30 p.m.)

Room O3

Chair: Velma Pollard

52. NERO, Shondel and Lillian STEVENS (NYU). Analysing Students' Writing in the Jamaican Creole Context: An Ecological and Functional approach

53. MONTOYA-STEMANN, Elizabeth (UWI, Mona). Jamaican Students' Confidence, Linguistic Background and Oral Performance in Standard English
54. VINTENKO, Marina (Albert-Ludwigs-Universität Freiburg). Language Awareness in Urban Primary Schools in Jamaica
55. HARDWARE, Shawnee (York University). Can Multiliteracies Pedagogy Improve Jamaican Grade Seven Inner-City Students' English Learning?

PANEL 12C
Caribbean French Creole 1
Room O1
Chair: Jeannette Allsopp

56. LACOSTE, Véronique (Albert-Ludwigs-Universität Freiburg). At the Crossroads between Haitian Creole, French and English: Haitians' Phonology in Toronto (CANCELLED)
57. ARSENEC, Nicole (Université de Provence). Topicalisation in Jamaican and Martiniquan Creole Languages
58. NAJAC, Sandra (Université de Saint-Boniface). Au cœur de dynamiques identitaires à Montréal: le code-switching avec le créole haïtien

SESSION 13
1:30–3:00 p.m.

PANEL 13A
Sign Linguistics 2 - Sociolinguistics Plus
Chair: Keren Cumberbatch
Room O1

59. DAVIS, Jeffrey (University of Tennessee) and Paulson SKERRIT (University of Tennessee/UWI, St Augustine). Trinidad & Tobago Sign Language Interpretation: Multilingual and Multicultural Considerations
60. PILAR ARAÚJO, Paulo Jeferson and Rodrigo MESQUITA (Universidade Federal de Roraima). Bimodal Bilingualism and its Implications for Theoretical Models of Language Contact (CANCELLED)
61. SKERRIT, Paulson (University of Tennessee/UWI, St Augustine). Practices that Lead to Gains in Word Identification Skills for Visual Language Learners

PANEL 13B
Caribbean French Creole 2
Chair: Sandra Evans
Room O2

62. MAHER, Julianne (University of Pittsburgh). Progressives in St. Barth Creole and St. Barth Patois: Similarities and Differences
63. BISNATH, Felicia (UWI, St Augustine). A Description of Copular Clauses in Trinidadian French Creole

64. FRANCIS, Ronald (UWI, St Augustine). Determiner Allomorphy in St. Lucian French-lexicon Creole

PANEL 13C
SSS Islands
Chair: Marco Schaumloeffel
Room O3

65. LOZANO-COSME, Jenny (Universidad de Puerto Rico, Río Piedras). Perceptual Dialectology in the SSS Islands of the Northeastern Caribbean
66. HEFFELFINGER-NIEVES, Cristal (Universidad de Puerto Rico, Río Piedras). English, Statian, or Dutch?: Audience Design in Signage and the Media in Sint Eustatius
67. FARACLAS, Nicholas and Research Group (Universidad de Puerto Rico, Río Piedras). Recovering African Agency: A Re-Analysis of Tense, Modality and Aspect in Statian and other Afro-Caribbean English-Lexifier Contact Varieties

SESSION 14
4:00–6:00 p.m.
SCL Biennial General Meeting (BGM)
Room N1

SESSION 15
6:30–8:00 p.m.
CULTURAL EVENT AND DINNER
Mona Visitors' Lodge - Lawn and Ruins

FRIDAY 5 AUGUST 2016

SESSION 16

8:30–10:00 a.m.

ICCLR/JLU COLLOQUIUM 4:

The Linguist as Public Intellectual

Hubert DEVONISH with Nick FARACLAS, Marta DIJKHOFF, Michel DeGRAFF and John RICKFORD

Room N1

SESSION 17

10:30 a.m.–12:30 p.m.

PANEL 17A (10:30 a.m.–12:00 noon)

Language Attitudes

Chair: Korah Belgrave

Room O1

68. MEER, Philipp and Eva CANAN HÄNSEL (Westfälische Wilhelms-Universität Münster). Attitudes towards Standard Accents in the Education Context in the Anglophone Caribbean
69. HOOKER O'NEILL, Maureen (Universidad Nacional de Colombia), Ian DHANOOLAL and Ben BRAITHWAITE (UWI, St Augustine). Multilingualism and Language Attitudes in the Deaf Communities of San Andrés and Providencia
70. BERNARDO-HINESLEY, Sheryl (University of Massachusetts at Amherst). Pronominal Variation: Creole/Non-Lebxifier Contact Situation
71. PRESCOD, Paula (Université de Picardie Jules Verne). Bilingualism, Language Awareness and the Effects of Speaker Attitudes on Bi-Dialectal Linguistic Skills (CANCELLED)

PANEL 17B

Language Issues

Chair: René Zúñiga Argüello

Room O2

72. RODRÍGUEZ IGLESIAS, Carlos (Universidad de Puerto Rico, Río Piedras). Attestations of Diagnostic Features in Western Caribbean Coastland Creoles
73. JULES, Janice (UWI, Cave Hill). The Marry of Strategies and Technology in Grammar Instruction in Foreign Language at The UWI
74. SMITH, Daidrah (UWI, Mona) and Michelle STEWART-McKOY (University of Technology, Kingston). Error or Evidence of a 'New' Standard?
75. SESSAREGO, Sandro (University of Texas at Austin). The Legal Hypothesis of Creole Genesis: Presence/Absence of Legal Personality, a New Element to the Spanish Creole Debate

PANEL 17C
Language Development and More
Chair: Kathy-Ann Drayton
Room O3

76. HOSEIN, Alim (University of Guyana). “Like Wen Cow Buss Rope”: Idioms and Language Development in Guyana
77. De BIES, Renata (Anton de Kom Universiteit van Suriname). Recognition of the Role of Sranantongo in Surinamese Society
78. McLEAN FRANCIS, Novelette (UWI, Mona). Language Policy Development in Progress: An Insider’s Snapshot

SESSION 18
1:30–3:30 p.m.

PANEL 18A
Papiamentu
Chair: Joyce Pereira
Room O2

79. WAGNER RODRÍGUEZ, Camille and Yolanda RIVERA CASTILLO (Universidad de Puerto Rico, Río Piedras). Papiamentu Spontaneous Speech Corpus (PaSSCo)
80. SCHAUMLOEFFEL, Marco (UWI, Cave Hill). Considerations on Reciprocity and Reflexivity in Papiamentu
81. FERNANDES PERNA-SILVA, Zuleika (Instituto Pedagogico Arubano). E Arubiano y su escogencia di idioma verbal; un dilema ?
82. MESSAM-JOHNSON, Trecel (UWI, Mona). English, Papiamentu and Jamaican Creole: The Intermingling Grammars in the Attrition of Jamaican Creole

PANEL 18B
Language Vitality
Room O3
Chair: Daidrah Smith

83. ROBERTSON, Ian (UWI, St Augustine). Language and Socialisation among the Syrian-Lebanese Community in Trinidad
84. AVILLAN LEÓN, Petra E. (Universidad de Puerto Rico, Río Piedras) Perceptions of Language Threat in the Caribbean: The View of the Speakers
85. RAMÍREZ-CRUZ, Hector (University of Pittsburgh). Ethnolinguistic Vitality in a Creole Ecology: San Andrés and Providencia
86. BARTENS, Angela (University of Turku). Grassroots Revitalisation and Development of Creole Languages through Facebook Groups

SESSION 19

4:00–6:30 p.m.

Carolyn COOPER (UWI, Mona)

To Di World!: Reggae, Dancehall and the Globalisation of Jamaican

Public Lecture

Chair: Clive Forrester

Room N1

SESSION 20

8:00 p.m.

FINAL SOCIAL EVENT

Home of Hubert Devonish

****

SATURDAY 6 AUGUST 2016

VISIT TO MOORE TOWN

SCL PRESENTERS

Kristian ALI (UWI, St Augustine, kristian.ali@my.uwi.edu) is an undergraduate student at the UWI, St Augustine, double majoring in French and Linguistics.

Nicole ARSENEC (Université de Provence, nicole.arsenec@laposte.net)

Johan van der AUWERA (Universiteit Antwerpen, johan.vanderauwera@uantwerpen.be) is Professor of General and English Linguistics at the University of Antwerp (Belgium). His research focuses on grammatical semantics with special reference to conditionals, mood, modality, negation, indefinites, impersonals, and similatives. Languages studied are English(es), European languages and samples of the totality of the world's languages.

Petra E. AVILLAN LEÓN (Universidad de Puerto Rico, Río Piedras, petra.avillan@upr.edu) teaches English in the College of General Studies of the University of Puerto Rico in Río Piedras. She is a Doctoral student of Linguistics currently completing her dissertation on the perception of the speakers of endangered languages. She has presented papers on topics related to education, teaching strategies, Afro-Caribbean Linguistics, Caribbean literature and popular music.

Uahtibili BAEZ (AfroCaribbean Research Group)

Lisa BARKER (UWI, Mona, lisamoniquebarker@gmail.com) has taught linguistics and English at the UWI, Mona, English at UTech, and EFL in France. An MA Linguistics graduate from the UWI, Mona, she currently teaches EFL in Japan. Her professional interests are TEFL, technology in the classroom, and the Carib language. She is a member of the Japan Association for Language, Education and Technology (LET) for English Teachers.

Hazel BARAHONA GAMBOA (Universidad Nacional de Costa Rica, hhgg09@yahoo.es) is interested in general linguistics, phonetics and phonology, computational linguistics and discourse analysis. She has done research on intonational phonology and ontologies, and would like to investigate more about morphosyntax. She is also working with narratives and compilation of corpora in other languages.

Kai BARRATT (University of Technology, Kingston, kai.a.barratt@gmail.com) is a lecturer in the School of Humanities and Social Sciences at the University of Technology, Jamaica. She recently completed a PhD in Cultural Studies at UWI, Mona. Her thesis examined the performance of sexual autonomy by Trinidadian female soca artistes. Her research interests and publications focus on gender and sexuality in soca music. Kai is a social media enthusiast and has her own blog.

Angela BARTENS (University of Turku, abartens@mappi.helsinki.fi)

Sheryl BERNARDO-HINESLEY (University of Massachusetts at Amherst, sabernar@spanport.umass.edu) is currently a PhD Candidate (ABD) in Hispanic Linguistics in the Spanish and Portuguese Unit of the Department of Languages, Literatures, and Cultures at the University of Massachusetts Amherst, where she is also a Teaching Assistant. Her research interests include contact linguistics, sociolinguistics, language variation and change, second language acquisition, and bilingualism.

Felicia BISNATH (UWI, St Augustine, fbisnath@gmail.com) completed her BA (Hons) in Linguistics with a Minor in Speech-Language Pathology in 2016. As part of her BA, she conducted research on the copular clause in Trinidadian French Creole. She will continue studying Creoles at the University of Amsterdam in September 2016.

Celia BLAKE (UWI, Mona, celia.blake@uwimona.edu.jm) is a Senior Lecturer in Law at the University of the West Indies, Mona.

Ben BRAITHWAITE (UWI, St Augustine, benjamin.braithwaite@sta.uwi.edu) is a Lecturer in Linguistics at the UWI, St Augustine. His research focuses on the languages and cultures of the Deaf communities of the Caribbean.

Eva CANAN HÄNSEL (Westfälische Wilhelms-Universität Münster, eva.haensel@uni-muenster.de) is a research assistant at the chair of variation linguistics in the English Department at the University of Münster, where she earned a BA and an MEd in English and Spanish. She is currently conducting a dissertation project on English in secondary and tertiary educational institutions in Grenada. Her research interests include Caribbean Englishes, English in education and news media, as well as language attitudes.

Mercedes CARDOZO (Universidad de Costa Rica)

Daniela CHINCHILLA JIMÉNEZ (Universidad Nacional de Costa Rica, danielachin@gmail.com) researches in the areas of applied linguistics and discourse analysis. She would like to start in the field of morphosyntax and phonetics, and is currently working on narration.

Carolyn COOPER (UWI, Mona, carolyn.cooper@uwimona.edu.jm) is Professor of literary and cultural studies at the University of the West Indies, Mona. She has written extensively on cultural politics in Jamaica. She is the author of *Sound Clash: Jamaican Dancehall Culture at Large* (2004); and *Noises in the Blood: Orality, Gender and the 'Vulgar' Body of Jamaican Popular Culture* (1993). She is the editor of *Global Reggae* (2012), a distinguished collection of essays on the cross-cultural dynamics of Jamaican popular music. She initiated the establishment of the International Reggae Studies Centre at UWI, Mona in 1992 and provided intellectual leadership for the enterprise for a decade and a half. Professor Cooper is a public intellectual committed to broadening the audience for vital conversations about culture and identity across the Caribbean region and beyond. She currently writes a weekly column for the

Gleaner which she irregularly translates into the Jamaican language for her blog, Jamaican Woman Tongue.

Margie CUBILLO ARAYA (Universidad Nacional de Costa Rica, margie.cubillo@gmail.com) is an English professor at Universidad Castro Carazo and at Universidad Nacional, Costa Rica. She completed her postgraduate research project in English for Specific Purposes (ESP). Her research focused on the methodologies and approaches to the teaching of ESP in courses at Universidad Nacional. She is currently taking another Master's degree in Educational Administration.

Jacqueline DARVIN (Queen's College, CUNY, fozzy1969@hamptons.com) is an Associate Professor of Secondary Literacy Education, the Program Director for Adolescent Literacy Education, and the Deputy Chair of the Secondary Education and Youth Services (SEYS) Department at Queens College of the City University of New York. Dr. Darvin received her PhD in Literacy Studies and taught secondary English, reading and special education for twelve years before becoming a teacher educator.

Jeffrey E. DAVIS (University of Tennessee, jdavis49@utk.edu) is a professor at the University of Tennessee. Since the mid-1970s, he has conducted extensive sociolinguistic fieldwork involving individuals from many different cultural and linguistic groups. His research centres on Deaf and Native American signed and spoken language communities from across the US, Canada, and the Caribbean.

Nickesha DAWKINS (UWI, Mona, nickesha.dawkins@uwimona.edu.jm) is a postgraduate student at The University of the West Indies, Mona, and performs professionally as GemSto:n.

Charles DeBOSE (California State University, East Bay, charles.debose@csueastbay.edu,PhD Linguistics, Stanford University, 1975) is Professor Emeritus in the Department of English at California State University, East Bay. Prof DeBose is author of *The Sociology of African American Language: A Language Planning Perspective* (Palgrave Macmillan 2005); *Speech, Language, Learning, and the African American Child* (Allyn and Bacon 1998; co-authors Jean Van Keulen and Gloria Weddington); and a number of book chapters, journal articles and reviews.

Michel DeGRAFF (MIT, degraff@mit.edu) is a Professor of Linguistics at MIT, and Director of the MIT-Haiti Initiative. He is a Founding Member of Akademi Kreyòl Ayisyen, and his research interests include Syntax, Morphology, Language Change, Language and Education, and Language and Politics.

Sally DELGADO (Universidad de Puerto Rico, Río Piedras, sallyj.delgado@upr.edu) is a lecturer at the University of Puerto Rico and a doctoral candidate in Linguistics with a specialisation in historical dialectology. Her research on language variation in maritime

communities of the early colonial Caribbean motivates her interest in archival research, contact linguistics and socio-historical factors affecting language communities in the Caribbean.

Hubert DEVONISH (UWI, Mona, hubert.devonish@uwimona.edu.jm) is Professor of Linguistics at The University of the West Indies, Mona. He has researched and published in areas of Caribbean language policy, Caribbean sociolinguistics, Creole tonology and language education. He is the Coordinator of the Jamaican Language Unit/Unit for Caribbean Language Research, set up to research and advocate for the use of Jamaican Creole in formal and public contexts in Jamaica. Prof Devonish served as President of the Society for Caribbean Linguistics, 1994-1996 and 2010-2012.

Ian DHANOOLAL (UWI, St Augustine, ird2004@hotmail.com) is a community researcher, sign language teacher, interpreter, activist and a part-time tutor at the University of the West Indies, St Augustine. He is a founding member of Trinidad and Tobago's Deaf Empowerment and Advancement Foundation and a Director of the Trinidad and Tobago Association for the Hearing Impaired. He has carried out research in Trinidad and Tobago, St Vincent, St Lucia, San Andrés and Providencia Islands.

Janet L. DONNELLY (College of the Bahamas, janet.donnelly@cob.edu.bs or janetldonnelly@gmail.com) is a retired Professor of English and Linguistics of The College of The Bahamas (COB). In addition to Bahamian English Creole, her research interests include contact languages, etymology, orthography and the role of language in identity. She is a long-time member of the SCL, having sat on both its Executive and Editorial Committees and is currently its President.

Kathy-Ann DRAYTON (UWI, St Augustine, kathy-ann.drayton@sta.uwi.edu) is a Lecturer at the University of the West Indies, St. Augustine, where she teaches courses in Speech-Language Pathology and Linguistics. Dr Drayton has researched prosodic structure in Trinidadian English Creole, and language development of young Trinidadian children. Her current research interests involve the pragmatics of language use in online communities of Caribbean football fans. She is one of three co-founders of the Caribbean Speech-Language-Hearing Association (CaribSHA), to be formally launched at SCL Jamaica 2016.

R. Sandra EVANS (UWI, St Augustine, Sandra.Evans@sta.uwi.edu) is Lecturer Linguistics at The University of the West Indies, St. Augustine, from which she earned her PhD (High Commendation). Dr Evans' research interests include Forensic Linguistics/Language and the Law, Language Rights, Creole Linguistics and Educational Linguistics.

Nicholas FARACLAS (Universidad de Puerto Rico, Río Piedras, nickfaraclas@yahoo.com) is a Professor in Linguistics at the University of Puerto Rico, Río Piedras. Having received his PhD from the University of California at Berkeley, he has taught courses and published many books and numerous articles in the areas of theoretical, descriptive, socio-, and applied linguistics.

Over the past three decades, Prof Faraclas has been conducting research on Creole languages as well as promoting community based literacy activities in Africa, the South Pacific, Latin America and the Caribbean

Zuleika FERNANDES PERNA-SILVA (Instituto Pedagogico Arubano, zuleika_f@hotmail.com) has been teaching and coordinating Papiamento at Colegio Arubano since 2004. She received her Master's of Education in Papiamento from the University of Curaçao in 2015, and has joined the Proyecto Scol Multilingual support team at Instituto Pedagogico Arubano. She is currently working on the introduction of Papiamento as an examination subject and has been conducting research on the use of languages in classrooms. Her main goal is to promote translanguaging in Aruban classrooms.

Sabriya FISHER (University of Pennsylvania, sabriya@ling.upenn.edu) completed a Master's thesis on copula usage in Guyanais French Creole at the Université de Lyon in 2011. She is currently a PhD candidate in Linguistics at the University of Pennsylvania. Her research interests include Sociolinguistics and French-lexifier Creole languages.

Clive FORRESTER (York University, clive.forrester@gmail.com) did his PhD in Applied Linguistics at the University of the West Indies, Mona. Dr Forrester's research interests include language and the law, discourse analysis, Creole linguistics as well as the intersection between language and culture. He now teaches in the Department of Languages, Literatures and Linguistics at York University where he has introduced two courses in Jamaican Creole since 2008. He is currently Secretary of the Society for Caribbean Linguistics.

Taryn FORREST-HARRIOTT (Jamaica Association for the Deaf)

Ronald FRANCIS (UWI, St Augustine, ronald.francis@my.uwi.edu) is an MPhil Student in Linguistics and a Research Assistant at the University of the West Indies, St Augustine. His research focuses on the influence of St Lucian French-lexicon Creole on the speech and writing of St Lucian students. He also has keen interests in Creole structure, Caribbean history and Caribbean theatre.

Rian GAYLE (Western Oregon University)

Shelome GOODEN (University of Pittsburgh, sgooden@pitt.edu) is Associate Professor in the Department of Linguistics, University of Pittsburgh.

Kari-Lee GRANT (Lawrence Road Middle School, kgranteducator@gmail.com) is an experienced educator, who has taught at the elementary, middle, high, and community college levels. A native of Jamaica, she has taught English to speakers of other languages at a middle school in Long Island, New York for the past 14 years. She also holds leadership certifications. Currently, she is pursuing a PhD in Educational Leadership.

Rosemary HALL (University of Oxford, rosemary.hall@ling-phil.ox.ac.uk) completed her BA (English Language & Literature) and her MPhil (Linguistics) at the University of Oxford, where she is now writing her PhD on Bermudian English. Ms Hall's primary research interests are postcolonial Englishes, sociophonetics and linguistic anthropology. Born in Bermuda to British parents, she is interested in the complex socio-cultural landscape of Bermuda, particularly in terms of the linguistic practices of outsiders. Her PhD introduces BerE phonology and investigates the ways in which this dialect is appropriated and performed by non-Bermudian residents.

Shawnee HARDWARE (York University, Shawnee_Hardware@edu.yorku.ca) is a 3rd year PhD Candidate at York University. She has just completed her research which explores if and how multiliteracies pedagogy and socio-cultural theory can improve Grade Seven students' English learning and engagement in an inner-city classroom. Her other research interests include student engagement and youth community engagement.

Cristal R. HEFFELFINGER-NIEVES (Universidad de Puerto Rico, Río Piedras, cristal.heffelfinger@gmail.com) is a doctoral student of Language and Literature of the English-official Caribbean at the University of Puerto Rico, Río Piedras campus. With an academic background in Journalism and Linguistics, her main fields of research include: sociolinguistics, ethnolinguistics, interpersonal communication, and the mass media. She is especially interested in the study of linguistic politeness in the Caribbean.

Audene HENRY (UWI, Mona, audeneshenry@yahoo.com) is a postgraduate student at The University of the West Indies, Mona.

Maureen HOOKER O'NEILL (Universidad Nacional de Colombia)

Alim HOSEIN (University of Guyana, alazho@yahoo.co.uk) is a Lecturer in Linguistics at the University of Guyana. He is interested in all aspects of culture. His current research is in Creole languages and in Colonial and Pre-Colonial Art in Guyana. He is also the Chairman of National Gallery of Art in Guyana, and Coordinator of the Guyana Visual Arts Competition.

Samantha JACKSON (UWI, St Augustine, samantha.s.jackson@gmail.com) is currently a PhD Linguistics student at the University of the West Indies, St. Augustine, where she is President of the UWI Linguistics Society. Her research focuses on the acquisition of phonology by Trinidadian preschoolers and she is also interested in the development of morphosyntax. Ms Jackson also likes to dabble in inventing languages.

Byron JONES (UWI, St Augustine, byron.m.jones@gmail.com) is a postgraduate student at the University of the West Indies, St. Augustine Campus pursuing a PhD in Linguistics, with a specific focus on language use in Jamaican music. He has an interest in corpus linguistics, sociology and sociolinguistics of music and language and identity.

Marisol JOSEPH-HAYNES (Universidad de Puerto Rico, Río Piedras) is a postgraduate student at the Universidad de Puerto Rico, Río Piedras.

Janice JULES (UWI, Cave Hill, janice.jules@cavehill.uwi.edu) is a lecturer in Linguistics and Coordinator in the Department of Language, Linguistics and Literature at The University of the West Indies, Cave Hill Campus. Dr Jules received her BA in Linguistics and PhD in Applied Linguistics at UWI. She is the recipient of the Graduate Studies 2010 award for Most Outstanding Graduate Student Thesis. Dr Jules' research interests include innovations in language teaching, strategies and methods in Teaching English as a Second and Foreign Language and teaching Standard English to speakers of non-standard varieties of the language.

Silvia KOUWENBERG (UWI, Mona, silvia.kouwenberg@gmail.com) has been lecturing at The UWI, Mona since 1991. Her research explores aspects of the genesis of Caribbean creole languages, and issues in the study of Caribbean creole grammar, in particular Berbice Dutch, Papiamentu and Jamaican 87 Creole. Prof Kouwenberg is author of *A Grammar of Berbice Dutch Creole*, editor of *Twice as Meaningful*, and co-editor of the *Blackwell Handbook of Pidgin and Creole Studies*. She is the Vice-President of the Society for Caribbean Linguistics and incoming President.

Lily KWOK (UWI, St Augustine, lilykwoktt@gmail.com) received her BA (Hons) in Literatures in English and Linguistics at UWI, St Augustine, and starts her PhD in Linguistics at the University of Connecticut in 2016. She is the holder of the SCL John Reinecke Award for the Most Outstanding BA Linguistics student at the St Augustine Campus (2014–2015), and also Valedictorian of her graduating class. Ms Kwok's current research focus is the syntax of Caribbean sign languages.

Alicia LAMB-STERLING (UWI, St Augustine, avlamb14@gmail.com) is a postgraduate student in Linguistics at the University of the West Indies, St. Augustine. She is currently researching various socio-historical and linguistic aspects of Trinidad and Tobago Sign Language (TTSL).

Jorge Antonio LEONI DE LEÓN (Universidad de Costa Rica, antonio.leoni@ucr.ac.cr), PhD, University of Geneva, 2008, is affiliated with the University of Costa Rica, where he is Professor of Computational Linguistics, Director of the Postgraduate Programme in Linguistics (http://www.linguistica.ucr.ac.cr) and researcher at the Linguistics Research Institute of Linguistics. His scientific interest lies in formal and computational linguistics.

Jenny LOZANO-COSME (Universidad de Puerto Rico, Río Piedras, jlozanocosme@gmail.com) is a PhD Candidate and part-time lecturer in the English Department at the University of Puerto Rico, Río Piedras. She is currently working on her dissertation project. Her research interests include the Dutch Caribbean, particularly the SSS Islands, perceptual dialectology, language variation, language contact, language change, language attrition, historical linguistics, and multilingualism among others.

Julianne MAHER (University of Pittsburgh, juliannemaher@gmail.com) is the holder of a PhD (New York University). She is the retired Vice-President for Academic and Student Affairs at Wheeling Jesuit University. Her book *The Survival of People and Languages in St. Barthélemy* was published by Brill in 2013. Her main areas of interest are contact linguistics, historical linguistics and French vernaculars and French Creoles.

Julie MALCOLM (UWI, Mona, juliemalcolm@yahoo.com) is the holder BA (Hons), MA, Dip Ed, and is currently an MPhil student at UWI, Mona. Her research interests include the use of Jamaican Creole in formal, public spaces (especially education, media and the justice system), Language and Power, and Language and Identity.

Taryn MALCOLM (Graduate Center, CUNY, tmalcolm@gradcenter.cuny.edu) is a Speech-Language Pathologist and doctoral student at the CUNY Graduate Center programme in Speech-Language-Hearing Sciences. Her research interests include bilingualism, Jamaican Creole, and acquired language disorders in this population.

Huana MARTÍNEZ (AfroCaribbean Research Group)

Novelette McLEAN FRANCIS (UWI, Mona, novdelO2@yahoo.com) is an educator with a passion for language development. She is an active member of the Executive Committee of the National Association of Teachers of English in Jamaica. Ms McLean Francis is currently pursuing graduate studies in Linguistics at UWI, Mona.

Helean McPHEE (College of the Bahamas, hamcphee14@hotmail.com) is a PhD graduate of UWI, Mona with a special interest in Creole Linguistics. She is an Associate Professor who teaches composition and linguistics at The College of The Bahamas.

Philipp MEER (Westfälische Wilhelms-Universität Münster, philipp.meer@uni-muenster.de) is a postgraduate student and research assistant at the University of Münster in Germany. His research interests embrace varieties of English world-wide (especially in the Caribbean), language attitudes and ideologies, standardisation, sociophonetics as well as language in education. Mr Meer's current research focuses on regional, global and transnational aspects in standards of English in the context of education in the English-official Caribbean.

Pilar MENDEZ (Universidad Distrital Francisco José de Caldas)

Trecel MESSAM-JOHNSON (UWI, Mona, trecel.messam@yahoo.com) is a doctoral student of Linguistics in the Department of Language, Linguistics and Philosophy at UWI, Mona.

Bettina MIGGE (University College Dublin, bettinamigge@ucd.ie) is Professor of Linguistics at University College Dublin in Ireland where she lecturers on sociolinguistics and language contact. Prof Migge is also a member of the SeDyL/CELIA-CNRS (Structure et Dynamique des Langues/Centre d'Etudes des Langues Indigènes d'Amérique) in France where she participates

in research projects on language contact and language description mostly focusing on French Guiana and Suriname. She has published on historical and synchronic language contact and the socio-pragmatics relating to the Creoles of Suriname (and French Guiana) as well as on issues of education and migration. She is also engaged in trans-disciplinary research projects on migration to Ireland and on Irish English.

Elizabeth MONTOYA-STEMANN (UWI, Mona, patwa.student@gmail.com) is Colombian/Jamaican artist and educator, interested in Acting and Speech Arts. She graduated from the Teatro Libre de Bogotá (BFA Acting, 1992), and with a PG Diploma in Voice Studies at Royal Central School of Speech and Drama, London (1998). She is currently an MPhil degree candidate in Linguistics at UWI, Mona. Her research focuses on language confidence and language competence, especially the issues that future Jamaican performers display when presenting a poetic text written in Standard English and their level of confidence. She has been Acting and Voice & Speech Lecturer at EMCVPA - School of Drama since 1999.

Susanne MÜHLEISEN (Universität Bayreuth, susanne.muehleisen@uni-bayreuth.de) is Professor of English Linguistics at the University of Bayreuth. Her research interests include sociolinguistics, contact linguistics, contrastive pragmatics and translation theory. She is the author and editor of a number of books and articles, including *Creole Discourse: Exploring Prestige Formation and Change across Caribbean English-lexicon Creoles* (Benjamins 20O2).

Regina MUSSELMAN DE PÉREZ (Pearson, regina.musselman@pearson.com) has 10 years of experience as Senior Lead Spanish Assessment Specialist at Pearson. Her areas of research are sociolinguistics, conversation analysis, turn-taking, EFL teacher training, liturgical Spanish. She has implemented custom-designed courses for EFL/Spanish in Mexico and the USA. Dr Musselman holds a PhD and MA in Linguistics (El Colegio de México, NEIU), and a BA in Spanish Education (EMU).

Sandra NAJAC (Université de Saint-Boniface, snajac@ustboniface.ca) was trained in Applied linguistics at the Université d'État d'Hati and in language didactics and in ethnolinguistics from the Université de Montréal. She is currently a French teacher at the Université de Saint-Boniface. Her research interests include language and identity, languages in contact, Identity in immigration context, Haitian Creole in immigration context, and French didactics.

Shondel NERO (NYU, shondel.nero@nyu.edu) is Associate Professor of Language Education at New York University. She has authored and/or edited three books and numerous research articles on the politics, challenges, and strategies of educating speakers of non-standard varieties of English, World Englishes, and Caribbean English-lexified Creoles. Dr Nero was a recent Fulbright Scholar at the UWI, Mona Campus where she researched the Jamaican language education policy with respect to speakers of Jamaican.

Loraine OBLER (Graduate Center, CUNY)

Rehana OMARDEEN (Swarthmore/UWI, St Augustine, rehanaomardeen@gmail.com) received her BA in Linguistics and Psychology from Swarthmore College in 2015. She has tutored part-time at UWI, St Augustine and will begin study towards her MSc in Linguistics at Radboud University in 2016.

Joyce PEREIRA (University of Aruba, joycepereira@setarnet.aw) has a Master's in Dutch Language and Literature. She teaches Papiamento didactics at the Instituto Pedagogico Arubano and she coordinates language research at the University of Aruba. She is currently working on her PhD at the University of the Netherlands Antilles on the position of Papiamento in the education system of Aruba.

Hector RAMÍREZ-CRUZ (University of Pittsburgh)

Yolanda RIVERA CASTILLO (Universidad de Puerto Rico, Río Piedras, yolanda.rivera5@gmail.com) was born in Puerto Rico. She completed her PhD at the University of California-Davis. She has taught at different universities in the US, and most recently at the University of Puerto Rico-Río Piedras in the PhD programme in Creole languages and literature. Her main areas of research include Creole languages, suprasegmental systems, the Phonology-Syntax connection, and historical linguistics. Her plans include creating web-based corpora for different Creole languages.

Ian ROBERTSON (UWI, St Augustine, mantuku@gmail.com) is a retired Linguistics Professor from UWI, St Augustine. His research concerns include Guyana's Dutch Linguistic Heritage, Language Education in the Caribbean, Indigenous Resources in Caribbean Education, Antillean French-lexicon Creole, Language and Geographic Borders, Heritage Languages in Guyana, Suriname, and Trinidad, and Caribbean Oral Traditions. Prof Robertson is also interested in promoting non-traditional means of treating with "normal "academic matters, documenting, exploring and enhancing indigenous knowledge, skills and practices and advocating for a proper understanding of the traditional knowledges. Prof Robertson is a honorary member of the SCL, and served as its Secretary-Treasurer (1988-1990) and President (1996-1998).

Carlos RODRÍGUEZ IGLESIAS (Universidad de Puerto Rico, Río Piedras, ceripr@gmail.com) is a PhD candidate at the University of Puerto Rico, Río Piedras. His research interests include Pidgin and creole languages, Caribbean culture and identity, and Asian communities in the Caribbean.

Ivan ROKSANDIC (University of Winnipeg, yastmelkhiaalz@gmail.com) is a broadly trained linguist, with a background in archaeology, epigraphy and cultural history. He obtained his PhD at the University of British Columbia, and currently teaches at the University of Winnipeg, where he is the Director of the Caribbean Research Institute. Dr Roksandic's main research interests are in the fields of linguistic typology and the indigenous languages of the Caribbean and northern South America.

Naomi SAMIDIN (Anton de Kom Universiteit van Suriname, nao_mis@hotmail.com) is a Master's student at the Institute for Graduate Studies & Research in Suriname. Her research focuses on the Javanese as it is spoken in Suriname. Although it is a language that came with immigration (1893), it is now a Surinamese language, with some influence from the major languages of Dutch and Sranan.

Marco SCHAUMLOEFFEL (UWI, Cave Hill, schaumloeffel@gmail.com) is Lecturer in Brazilian Studies at The University of the West Indies, Cave Hill. He previously taught at the University of Ghana. He holds a BA in German and Portuguese (UNISINOS, Brazil) and an MA in Linguistics (UFPR, Brazil). Currently, he is writing his PhD thesis in Linguistics at UWI, Cave Hill on the origins of Papiamentu, and a comparison with Papiá Kristang.

Havenol SCHRENK (UWI, Mona, havenol.schrenk@yahoo.com) is affiliated with the University of the West Indies, Mona. She is a member of SCL, of Society of Pidgin and Creole Linguistics and the Linguistic Society of America. Her research interests include deliberate language creation, Creole languages and genesis, morpho-semantics and second language acquisition.

Sandro SESSAREGO (University of Texas at Austin, sandrosessarego@yahoo.it) is Assistant Professor in the Department of Spanish and Portuguese at the University of Texas at Austin. He received his PhD in Hispanic Linguistics in 2010 from the Ohio State University and his JD in Italian Law in 2016 from the Università degli Studi di Roma. He works primarily in the fields of legal history, contact linguistics, sociolinguistics and syntax. Among other works, he is the author of *Afro-Peruvian Spanish: Spanish Slavery and the Legacy of Spanish Creoles* (John Benjamins, 2015), *The Afro-Bolivian Spanish Determiner Phrase: A Microparametric Account* (Ohio State University Press, 2014), *Chota Valley Spanish* (Iberoamericana/Vervuert, 2013), and *Introducción al Idioma Afroboliviano* (Plural Editores, 2011). He is the editor of *The Dynamics of Language Variation and Change* (John Benjamins, in press), *Spanish Language and Sociolinguistic Analysis* (John Benjamins, 2016), *New Perspectives on Hispanic Contact Linguistics in the Americas* (Iberoamericana/Vervuert, 2015), and *Current Formal Aspects of Spanish Syntax and Semantics* (Cambridge Scholars Publishing, 2012).

Kathryn SHIELDS BRODBER (UWI, Mona, kathrynshieldsbrodber@gmail.com) is a retired Senior Lecturer and former HOD, Language, Linguistics & Philosophy, UWI, Mona. Her research focus is on the current discourse practices of Jamaica, and the nature of public-formal interaction during the period of independence, as exemplified by recordings dating back to the 1960s. Topics include: talk radio; the changing status of English and the emergence of a Creole discourse; the gender/language interface; Chriesin (conflict talk) and other cultural rituals; interaction in court. She is former Secretary-Treasurer of the SCL (1990-96).

Jason SIEGEL (UWI, Cave Hill, jason.siegel@cavehill.uwi.edu) is the Research Fellow in Lexicography, and is the Director of the Richard & Jeannette Allsopp Centre for Caribbean Lexicography. He is currently working on a dictionary of Guianese French Creole as well as a

spell-checker for Caribbean English. His doctoral thesis focused on code switching between French and two of French-lexified creoles, Haitian and Guianese.

AnnMarie SIMMONDS (American University in Dubai, asimmonds@aud.edu) is Assistant Professor at the AUD. She is a national of Antigua & Barbuda whose research focuses on Antiguan calypso and soca music. Dr Simmonds is slightly obsessed with crime documentaries, a hobby that she hopes will translate into a second career as a forensic linguist.

Paulson SKERRIT (University of Tennessee/UWI, St Augustine, paulutt@gmail.com) is currently a teacher at the Audrey Jeffers School for the Deaf. He has lectured part-time at UWI, St Augustine. Dr Skerrit holds a PhD from the University of Tennessee at Knoxville. His research focus is literacy development of the Deaf and Hard of Hearing and sign language linguistics and interpreting.

Benjamin SLADE (The University of Utah, b.slade@utah.edu) is Assistant Professor at the University of Utah, and specialises in semantics and historical linguistics, alongside syntax and morphology. His areal interests include India, Nepal, Sri Lanka, and the Caribbean. He has worked on the reconstruction of dragon-slaying poetic formulae in Proto-Indo-European and on neologisms in cyberpunk discourse.

Daidrah SMITH (UWI, Mona, (daidrah.smith@gmail.com or daidrah.smith@utech.edu.jm) is a Lecturer in Academic Writing at the University of Technology, Jamaica. She is a PhD candidate in the Department of Language, Linguistics and Philosophy at the University of the West Indies, Mona where her dissertation focuses on the predicator system of Lokono (Arawak). Her research interests and activities include language endangerment and documentation, Syntax, Lokono, World Englishes and the Teaching of English at the tertiary level.

Lillian STEVENS (NYU)

Michelle STEWART-McKOY (University of Technology, Kingston, mamckoy@utech.edu.jm) lectures Web 2.0 Technologies Writing courses and Spanish Language at UTech, Kingston. She is currently a PhD candidate in the School of Education, UWI, Mona where her thesis uses a postcolonial framework to focus on the development of engaging e-Learning experiences based on learner profiles and personas. Her research interests include eLearning Technologies, Moodle, gamification and game-based learning which stems from her love for games.

David TÉZIL (Indiana University, dtezil@indiana.edu) is a native of Haiti, and a PhD candidate in Linguistics at Indiana University.

Renato TOMEI (University for Foreigners of Perugia, renato.tomei@unistrapg.it) is an adjunct professor in the English Language and Translation Department, Human and Social Studies, at the University for Foreigners of Perugia, Italy. Dr Tomei's doctoral study was in Jamaican and Ethiopian English from the University of Addis Ababa and the University of the West Indies,

Mona. His publications include: *Forbidden fruits: The Secret Names of Plants in Caribbean Culture*; *The Influence and the Impact of Jamaican Speech Forms on the Language of Young Males in the Rural Community of Shashamane (Ethiopia)*; and *Essence of Light: Sacred Texts in Translation*. He is actively involved in the field of Rastafarian language and culture and Afro-Caribbean Cultural Studies. Renato also works as a militant performing artist and composer (aka by his stage name of Ras Tewelde).

Marina VINTENKO (Albert-Ludwigs-Universität Freiburg, vintenko_marina@mail.ru) is an MA student of English Language and Linguistics at the University of Freiburg. She moved to Germany in 2013 after obtaining her degree in Psychology and English and German languages at the Moscow State Linguistic University. Apart from study-related interests, she dedicates much time and energy to working with children and is planning to start her next education in Child Psychotherapy.

Camille WAGNER RODRÍGUEZ (Universidad de Puerto Rico, Río Piedras, wagner.camille11@gmail.com) is currently pursuing a Master's degree in Caribbean Linguistics at the University of Puerto Rico, Río Piedras campus. Her research interests include interdisciplinary sociolinguistic studies, language documentation, as well as language planning and policy in the Caribbean.

Kadian N. WALTERS (UWI, Mona, kadian.walters@gmail.com) research interests include linguistic discrimination, language rights, forensic linguistics, language attitudes and discourse analysis. Her PhD dissertation focuses on linguistic discrimination in Jamaica's public formal domains. She currently lectures in Applied Linguistics at the University of the West Indies, Mona.

Tanyia-Joy WILKINS (UWI, Mona, tjs.wilkins1@gmail.com) is the holder of an MPhil (Cambridge, 2006), and is currently a PhD candidate at the University of the West Indies, Mona. She lectures at the Mico University College in the areas of language arts, linguistics and introductory phonetics and phonology. Ms Wilkins' research interests include phonetics, phonology and speech perception.

Kofi YAKPO (University of Hong Kong, kofi@hku.hk) is Assistant Professor in Linguistics at the University of Hong Kong. His publications include *A Grammar of Pichi* (Language Science Press), *Code-switching between Structural and Sociolinguistic Perspectives* (De Gruyter), as well as numerous journal articles and book chapters on language contact and change in West Africa and the Caribbean, on descriptive linguistics, and socio-political aspects of multilingualism.

René ZÚÑIGA ARGÜELLO (Universidad Nacional de Costa Rica, renezuniga.cr@gmail.com) is a researcher and professor of Linguistics at Universidad Nacional in Costa Rica. He has lectured and published articles on Limón Creole's structural features and its vitality. He produced the first functional descriptive grammar, an orthography and several articles for that

language. He is currently in charge of a project for studying the status of Limón Creole in regards to language use and danger of extinction. His many trips to Limón have given him a good mastery of the language.

ICCLR/JLU COLLOQUIUM PARTICIPANTS

Jeannette ALLSOPP (UWI, Cave Hill, jeanallsopp@gmail.com) is (retired) Senior Research Fellow in Lexicography, former Director of the Richard and Jeannette Allsopp Centre for Caribbean Lexicography, and retired Lecturer in Linguistics at the UWI Cave Hill Campus. She holds a PhD in Linguistics from London Metropolitan University and is a recipient of the EURALEX Verbatim Award in Lexicography, as well as a Fulbright Research Award. She was President of SCL (2010-2012), and is the Consultant in Caribbean English to OED3. Dr Allsopp has 65 publications to her credit, including the first *Caribbean Multilingual Dictionary of Flora, Fauna and Foods* (2003). Her latest publication is *Language Education in the Caribbean: Selected Articles by Dennis Craig*, UWI Press 2014, which she edited with Professor Zellynne Jennings of UWI, Mona. Her research interests include Caribbean Lexicography, Creole Linguistics, foreign language teaching methodology and Caribbean literature in English, French and Spanish.

Claudette COOTE-THOMPSON (UWI, Mona) has taught Critical Reading and Writing for Science, Technology and Medical Sciences and Advanced Academic English Language Skills in the Department of Language, Linguistics and Philosophy at the University of the West Indies, Mona. Ms Thompson's primary research interests are: teaching for critical thinking, strategies to promote writing volume and depth and exploring the relationship between Reader Identity and writing proficiency among tertiary level students. A Literacy Specialist, Dr. Thompson has contributed to course design and delivery of undergraduate Composition, Language Arts and graduate Literacy courses at two North American universities. She and **Caroline DYCHE** (UWI, Mona) will be discussing issues of innovating in a university academic reading & writing course for 'at risk' students.

Shyrel-Ann DEAN is a dedicated educator serving the Jamaican education system for sixteen years. She is currently the Head of the Department of Language, Literature and Literacy at Ascot High School in St. Catherine, Jamaica. Her many contributions to education include the teaching of Literacy and the development of Literacy and Reading programmes up to the secondary level. Ms. Dean contributed to the Caribbean Examinations Council's (CXC) Caribbean Certificate of Secondary Level Competence Exams (CCSLC) as a team member and test writer in the creation of the inaugural Language Exam items bank. Her professional goal is to provide instruction and supervision up to the graduate level, ultimately producing qualified and competent instructors who will serve the nation's educational system in literacy, language and linguistics. Ms Dean will be discussing the Reading Clinic Literacy Intervention Programme (RCLIP) as a practical response to the problem of secondary school illiteracy.

Renata De BIES (Anton de Kom Universiteit van Suriname)

Caroline DYCHE (UWI, Mona, caroline.dyche@uwimona.edu.jm) lectures in the English Language Section of the Department of Language, Linguistics and Philosophy at the University of the West Indies, Mona Campus. Her major research interests are Tertiary Level English

Language Education Policy, Communication/Writing across the Curriculum, English Language Proficiency Testing and Basic Writing. She has served as Academic Advisor in the UWI Mona English Language Proficiency Test (ELPT) Unit and as Reader for the Educational Testing Service Advanced Placement (AP) English Language examination. She presently coordinates the courses Critical Reading and Writing in the Disciplines and The Art of Public Speaking. She and Claudette Coote-Thompson (UWI, Mona) will be discussing issues of innovating in a university academic reading & writing course for 'at risk' students.

Zoraida Fiquiare ESCALONE holds a degree in Bilingual Education Project Management with 22 years of teaching experience. She has worked in public and private institutions, such as Brooks Hill Bilingual School, Real Castillito, Luis Amigó, and First Baptist School. She currently works at the Universidad Nacional Sede Caribe. She has been known for promoting and strengthening of Islander Creole (San Andrés). Ms Escalone will be discussing the construction of a language policy for the Department Archipelago of San Andrés, Providencia and Santa Catalina.

Beverley ANDERSON JOSEPHS lectures in the School of Humanities and Social Sciences, University of Technology, Jamaica, where she facilitates Academic Writing I and II and Organisational, Marketing and Corporate Communication. An accredited Business Communicator with the International Association of Business Communicators, her research interests span Gender and Development Studies, Integrated Marketing Communication and Nation Branding, with a focus on Brand Jamaica; she is currently registered in the MPhil/PhD programme with the UWI Institute for Gender and Development Studies. She will be discussing a Jamaican university's experience with academic literacy development with Clover Jones McKenzie.

Michèle KENNEDY (UWI, Mona, michelemariekennedy@gmail.com) lectures in Linguistics at the UWI, Mona. Her research includes a study of the speech of three-year old Jamaican children, focusing on lexical development and the acquisition of morphosyntactic structures, with special interest in the value of these linguistic insights to the literacy and language education teacher. She will be discussing the UWI-Ministry of Education initiative in the professional development of primary school teachers with Yewande Lewis-Fokum and Silvia Kouwenberg.

Yewande LEWIS-FOKUM lectures in the areas of language and literacy in the School of Education at the UWI, Mona. She researches notions of literacy in a Creole speaking context and aims to identify best practices for supporting struggling learners, as well as promoting teacher development. She will be discussing the UWI-Ministry of Education initiative in the professional development of primary school teachers with Michèle Kennedy and Silvia Kouwenberg.

Clover JONES McKENZIE is Senior Lecturer in Communication and Academic Writing in the Faculty of Education and Liberal Studies at the University of Technology, Kingston. As a researcher and language specialist, she has taught English and Communication Studies at the

Caribbean Secondary Examination Council (CSEC) level, conducted writing and speaking skills workshops, and published academic writing workbooks and articles in local and international journals. She will be discussing a Jamaican university's experience with academic literacy development with Beverly Anderson Josephs.

Grace McLEAN is the Chief Education Officer in the Ministry of Education in Jamaica. She taught at the St. Jago High School for five (5) years where she served as Head of Department. Before joining the Central Ministry, she served at the HEART Trust/NTA (an agency of the Ministry of Education) for 14 years and left HEART Trust/NTA as the Senior Programmes Director. Her wealth of experience and technical skills include Strategic Planning, Log Frame Planning and Balance Scorecard Methodologies, Change Management, Strategic Data Planning, Business Process Improvement as well as Behavioural Interviewing Techniques. Grace McLean holds a Doctor of Philosophy in Career and Technical Education from the University of the West Indies, Mona. Dr McLean will be discussing education in a bilingual context.

Rocky R. MEADE (UWI, Mona, rocky.meade@uwimona.edu.jm) lectures in the Department of Language, Linguistics & Philosophy and the Jamaican Language Unit at the University of the West Indies, Mona Campus. He is also a researcher in the Bilingual Education Project in Jamaica. Dr Meade's research interests include Creole vernacular languages; constraint-based phonology; language acquisition and disorders; linguistic human rights; mother tongue literacy in bilingual education settings and military/political grand strategy. He is the author of several peer-reviewed papers and the book *The Acquisition of Jamaican Phonology*.

Romel SPRINGER (UWI, Cave Hill, springer189@gmail.com) is a PhD candidate who completed his academic and lexicographical training at the University of the West Indies, Cave Hill Campus. He has done substantial field research in the identification and documentation of medicinal plant names within the Barbadian and Guyanese lexicons.

ABSTRACTS

Kristian ALI
The University of the West Indies, St Augustine Campus

A Preliminary Comparison between Classifiers in Trinidad and Tobago Sign Language and American Sign Language

Classifiers in signed languages are handshapes that can be used to represent certain kinds of referents and actions. They allow signers to efficiently convey meaning and are one of the most marked differences between the visual-gestural systems of signed languages and the aural-oral systems of spoken languages. Whereas speakers are limited to uttering one word at a time, signers possess the ability to encode a great deal of information simultaneously, by employing multiple articulators. Classifiers play an important role in this process. Extensive work has been done on this important feature in many sign languages of the world, notably American Sign Language (ASL). While classifiers are found in all the (national) sign languages that have been studied to date, it has been claimed that some emerging sign languages lack certain types of classifiers. It is therefore interesting to study classifiers in Trinidad & Tobago Sign Language (TTSL), which is a young(er), indigenous language that is still in the process of being documented and researched. It has been claimed that TTSL is a variety of ASL. Certainly, there has been a history of contact between the two, and a significant degree of similarity in linguistic structure. This research finds, however, that the two languages are set apart by an important feature: their classifiers.

The data for this research come from a corpus of video recordings of naturalistic conversations between Deaf signers, and a storytelling task, designed to elicit a range of classifier types. The research focused on older signers who went to school prior to the arrival of ASL in Trinidad & Tobago. Every usage of classifiers during these conversations was annotated. The results were then categorised, and further elicitation was carried out with native signers, to confirm their use. The results were then compared to descriptions of ASL classifiers.

The research finds that classifiers in TTSL function in a manner that resembles their descriptions in other signed languages such as ASL. TTSL makes use of Size and Shape classifiers, Instrumental classifiers, Body classifiers and Semantic classifiers. The TTSL system, however, is unique, and differs in many respects from ASL: it employs different handshapes, and different semantic distinctions. Their usage aids in efficient construction of meaning, and facilitates clearer comprehension. This research is important because it can be used in language teaching, including interpreter training, teacher training, and to support early linguistic access for Deaf children.

Nicole ARSENEC
Université de Provence

Topicalisation in Jamaican and Martiniquan Creole Languages

“One of the most typical transformation rules in Afro-American dialects is the topicalisation which allows constituents of kernel sentences to be singled out for focus,” according to Alleyne (1980) who described this construction in Creoles lexically based on different European languages.

The topic of this paper is a contrastive approach of topicalisation in Jamaican Creole (JC) and Martiniquan Creole (CM) as in the following example:

JC	A big im big	« He’s really big. »
CM	se gwo i gwo	« Il est vraiment gros. »
	Cop -big- P3 - big	

The objective of this approach is to establish distinctive features of topicalisation in Jamaican and Martiniquan languages. Opposed to assertion, this construction consists in a reduplication of an emphatic predicate which is different from repetition. Predicate cleft can occur in European languages, but it differs structurally according to Parkvall (2000). In a synchronic perspective the purpose is to point out similarities between JC and CM topicalisation in terms of class of words, complementation, functions, TMA markers, negative morphemes, subordination and paratactic construction.

After a survey of topicalisation in Jamaican and Martiniquan, it becomes obvious that this specific construction is more than similar in these two Afro-American languages that are clearly different from Indo-European languages, English and French. Widely spread in West African languages, topicalisation like serial verbs, verbal system, personal markers, syllabic structure make up another distinctive feature of an Afro-American family of languages.

Johan van der AUWERA
Universiteit Antwerpen

Negative Indefinites in Caribbean Creoles

With ‘negative indefinites’ we refer to the constructions italicised in (1) to (3) (source indications suppressed).

(1) *Nobadi* si mi. (Vincentian)
'Nobody saw 1SG'

(2) *M'e* sí *sɛmbɛ* (Saramaccan)
1SG.NEG see somebody
'I saw nobody'

(3) Mwen *pa* wè *pèsonn* (Haitian)
1SG NEG see nobody
'I saw nobody'

Since at least Bickerton (1981: 65-66), the exponence of negation on the clausal level as well as on an indefinite, called ‘negative concord’ and illustrated in (3), has been considered typical of Creoles. An appraisal of this claim is now possible with the appearance of *The Atlas of Pidgin & Creole Language Structures* (*APiCS*, 2013), its accompanying survey volumes and internet data, and, for English Creoles, *The Mouton World Atlas of Variation in English* (*WAVE,* 2012), again with internet materials. The *WAVE* data are particularly interesting because they further allow for a comparison of English Creoles and 'New Englishes'. But there are problems. Thus the categories used in *APiCs* are substantially different from the ones used in the ‘negative concord’ literature. Also, we have recently made progress in the typology of negative indefiniteness for non-Creole languages. The application of this typology to Creoles is only beginning. The present study focuses on 21 Caribbean Creoles, with as main lexifiers English (12), French (5), Dutch (2) and Spanish (2), comparing Caribbean Creoles both to other Creoles and to non-Creoles. The main findings are the following:

(i) Negative concord is indeed typical for Caribbean Creoles. In some form or another, it is manifested in all the Creoles, except for Berbice Dutch. From the typology of non-Creoles, we now know that negative indefinites, whether participating in concord or not, are not all that frequent in the world at large. Their marked presence in the Creoles is largely due to their equally marked presence in the European lexifiers, most clearly so for the English and Spanish creoles.

(ii) Negative concord comes in a strict type, in which negation is always found on both the indefinite and the clause level, and a non-strict type, in which this is not the case. Van der Auwera argues that for non-Creoles non-strict negative concord is the rarer option, and explains why this is the case. This view gets strong support from Caribbean Creoles in that they also prefer strict negative concord, independently of their European lexifier languages.

(iii) Since Giannakidou (1998) non-strict negative concord has been defined as the type which has negative concord for postverbal indefinites only and which for preverbal indefinites expresses negation only on the indefinite. But this has been argued to be too simple with, for example, an additional Catalan type, for which negative concord is obligatory for postverbal indefinites, but still possible for preverbal ones. We also see this in Caribbean Creoles, with the Catalan type in Vincentian, but in Saramaccan and Ndjuka, we see types which had not been documented for non-Creoles yet.

Petra E. AVILLAN LEÓN
Universidad de Puerto Rico, Río Piedras

Perceptions of Language Threat in the Caribbean: The View of the Speakers

Issues of language threat, language attrition and language endangerment have surrounded the languages in the Caribbean since the colonizing period. The interactions among the different

cultural and linguistic groups in the Caribbean created the need for new languages allowing Creoles to develop. Eventually, the imposition of the languages of the colonizers transformed the new languages and provoked the attrition, and endangerment of many of them.

Seeing the need to explain these phenomena, linguists have created categories and descriptive levels of threat and endangerment (Fishman, 1991) which enable them to classify, evaluate and make critical judgments over the languages being studied. Based on linguists' expert and scientific opinions, languages which appear to be undergoing the final stages of their existence are documented, and at times subjected to language awareness, maintenance and preservation projects (Crystal, 2010).

In my own quest to understand the evolution of the languages in the Caribbean, I found that the language endangerment descriptors, the decisions about language policies, language awareness projects and language maintenance initiatives around the world were made mainly by the linguists and policymakers and on few occasions stemmed from speakers of indigenous or Creole languages. If it is true that "Each individual makes decisions about how and when, if at all, to use the I-language and as a result the external or communal language changes. [And that] In that sense, each individual is responsible for the evolution of the language…" (Mufwene, 20O1), then shouldn't the individual and the communities of speakers also participate in the decisions and the initiatives to preserve or not the languages? Wouldn't it be not only necessary but also useful (as well as practical) to listen to the concerns, needs, dreams and expectations of the speakers of threatened or endangered languages (Crystal, 2010) as part of the protocols for establishing language preservation projects?

This is one of the guiding questions of my doctoral dissertation and I will answer it partially through this paper. I will discuss the results of interviews which I conducted at Paramin, Trinidad & Tobago, with Patois (French Creole) speakers and describe the First Creole and Endangered Languages Colloquium of the University of Puerto Rico, Río Piedras on 21 January 2016 and which was developed in response to a request from the Patois speakers. This first colloquium was attended by Caribbean researchers, graduate students, professors, Creole speakers, members of indigenous communities and students in general. The enthusiasm and the interest generated was reflected by the petition that a second colloquium be celebrated next January 2017.

Lisa BARKER
The University of the West Indies, Mona Campus
An Examination of Guyanese Kari'na Morphophonology

Kari'na is a Cariban language spoken by the Kari'na people of Guyana, Suriname, French Guiana and Brazil. As an agglutinating language, it is morphologically and phonologically complex, and affixation often results in phonological changes: syllable elision in the case of suffixation, and epenthesis in prefixation.

In this presentation, I will examine the morphophonology of the language. I will show that Guyanese Kari'na prohibits V+V sequences across morpheme boundaries; where prefixation creates such sequences, elision or glide epenthesis takes place:

(1) m**i**-**a**poi [2>3-take] > m**a**pɔ 'You take it.'
(2) nokɨ **a**-**e**te [who 2-be.named] > nʌkʌ **aj**ɛtɛ 'What is your name?'

I will also discuss the effect of suffixation on a stem-final CV syllable, which frequently results in the reduction of that syllable:

(3) kɨnɨ-epo**rɨ**-san [3>3-find-PRES] > kɨnepusaŋ 'He finds it.'
(4) mi-ene**pɨ**-san [2>3-bring-PRES] > mɪnesa 'You bring it.'

Analysis is done using data I collected during field research conducted in Guyana in 2007, and aspects of Kari'na morphology, phonology, nouns, predicates are analysed alongside the works of Hoff (1968), Carlin (20O2) and Courtz (2008) who wrote on the Surinamese variety of Kari'na. This paper contributes to the description of a little-studied and highly endangered Caribbean language.

Hazel BARAHONA GAMBOA and Daniela CHINCHILLA JIMÉNEZ
Universidad Nacional de Costa Rica
Las ideologías lingüísticas hacia el inglés criollo de Limón, Costa Rica

Las ideologías lingüísticas hacia el inglés criollo de Limón, Costa Rica Al hablar sobre el criollo limonense es típico escuchar a las personas decir que es un "inglés mezclado" o que es un tipo de "inglés quebrado", inclusive que es un dialecto inferior o "inglés bastardo". Herzfeld (1994; 129) menciona que al adquirir una lengua, los hablantes también adquieren actitudes y creencias que conforman su cultura. Muchas veces, esas creencias no son del todo positivas. En este sentido, el autor indica que en el caso del criollo limonense los hablantes tienen el pensamiento de que el criollo es un inglés "broken" o "flat", de que es un "patois" o un dialecto, pero nunca una lengua real. Para que una lengua se perciba positivamente debe tener cuatro atributos: estandarización, autonomía, historicidad y validez; entonces, si la lengua presenta solamente algunos se percibirá negativamente (Stewart, 1968; cit por Spence, 1998; 103). De acuerdo con Spence (1998; 103), el criollo limonense presenta carencia de atributos.

Si bien existen lingüistas que han estudiado el criollo con el fin de crear gramáticas y libros, no es suficiente para que la población limonense tenga empatía con su propia lengua, ni tampoco explica el alejamiento de la población con el criollo. Por esta razón, el objetivo de este trabajo consiste en investigar cuáles ideologías o valoraciones intervienen a la hora de que los hablantes, del criollo limonense, formen opiniones, actitudes y prejuicios acerca de su propia lengua. Para esto se recogió un corpus de dos tipos de población entre 13-15 años y entre los 17-20 años con un grupo de control entre los 40-50 años. Para un total de 120 encuestas en la provincia caribeña costarricense, las cuales revelan las ideologías lingüísticas en Limón hacia su lengua criolla.

Kai BARRATT
University of Technology, Kingston

"Looser than Lucy": Destra Garcia's Representation of Female Autonomy in "Lucy"

In 2014, soca artiste Destra Garcia released the song "Lucy" for the 2015 Trinidad & Tobago Carnival season. The composition identifies a female character, Lucy, whose behaviour during the Carnival is described as "loose" and "slack" because it contradicts her everyday lifestyle. Destra's lyrics signify the conflicts that women experience in the Carnival space and beyond. The discourse put forward by the female soca artistes represents how women express their power and agency in the festival music space. In this sense, the Carnival, in spite of its imperative to sustain the status quo, also creates a space that allows female soca artistes like Destra to challenge gender and sexual norms in their lyrics. The paper examines the lyrics of "Lucy" and posits that the language promotes female autonomy even within the hegemonic restrictions of the Carnival. Unlike Bakhtin's carnivalesque which is a way of life and not a momentary liberation, female artistes and their listeners are living and expressing a carnivalist way of life. Lucy, therefore, comes to represent the challenge to hegemonic ideas about women's expression of their sexual autonomy, not just within the Carnival, but outside of it.

Angela BARTENS
Turku

Grassroots Revitalisation and Development of Creole Languages through Facebook Groups

This study examines the role of Facebook groups in the revitalisation and development of creole languages. Only groups that could be characterised as local – albeit anchored in cyberspace –, rather than international initiatives, were included. Other internet-based formats such as blogs, also highly relevant for creole language promotion, were equally excluded from analysis.

The groups eclectically chosen for examination over a four-week period were:

- *Jamaican National Dictionary*, a group aiming at the compilation of a web-based, multimedia dictionary covering Jamaican Creole (Patwa), Jamaican English, and other varieties used in Jamaica;

- *Breaking the Silence on Jamaican*, a venue "for persons to talk about their concerns/issues with the status of Jamaican Creole, the language of the vast majority of the Jamaican population";

- *Kreyòl, The Official Language of Haïti*, Creating Haitian Citizens for Haïti, a group which has the objective of promoting "Kreyòl as the most efficient pedagogical and andragogical tool to advance education and instruction to our Haitian people";

- *Ti Tonel Lekol poun Ii Ekri Kreyol*, a group promoting the use of Haitian Creole as a medium of instruction;

- *Palé Kwéyòl Donmnik*, a group for practising Dominican French Creole;

- *We want Kweyol to be one of the Official Languages of St Lucia*, a group the purpose of which is manifest in its name;

- *The Grenada Creole Society*, an FB group promoting Grenadian French Creole;

- *Annou Palé Patwa*, a forum promoting the maintenance and revitalisation of Trinidadian French Creole;

- *Anprann Nou Lanng Kreyol*, a group promoting the French Creole of French Guiana;

- *Papiamento/Papiamentu*, a group for people interested in the language;

- *Literatura na Papiamentu*, a group promoting Papiamentu (especially the variety of Curaçao) through its literature;

- *Do You… Papia Kriolu*? A group in which matters related to the Cape Verde Islands are discussed mainly in Cape Verdean Creole.

All but the last group deal with Caribbean Creoles. The last group was included a. for the possibly close ties of the language with Papiamentu (cf. Jacobs 2012) and, more importantly, b. to balance the lexifier languages of the Creoles surveyed. Although we are not looking at language structures, lexifier language diversity may nevertheless be relevant for adopted discourse traditions even though we have to admit our small sample is likely to reflect, above all, the norms of interaction of specific discussion groups.

We shall address the following research questions: Which languages are used in the FB groups? Is the discussion limited to the aims of the group or do other topics emerge (cf. Mayring 2000)? If so, do moderators intervene? How is identity constructed in terms of bilingualism in diglossic situations (cf., e.g., Niño-Mucía & Rothman eds. 2008)? What language policy and planning goals (cf. Spolsky 2004) towards the revitalisation and development of the creoles in question are targeted and are (likely to be) achieved through these FB groups? The preliminary findings suggest that, for instance, discourse traditions specific of lexifier languages play a crucial role in the discussions at hand.

Sheryl BERNARDO-HINESLEY
University of Massachusetts at Amherst

Pronominal Variation: Creole/Non-Lexifier Contact Situation

Personal pronouns are ranked low within the borrowability scale (Thomason and Everett 2005). Accordingly, the alternating use of personal pronouns has been observed in Creoles such as Papiamento and Palenquero, although the reasons for the incorporation of pronouns distinct

from the lexifier language have not been formally investigated. The present study analyses the use of Tagalog personal pronouns in Cavite Chabacano, which is one of the six Chabacano (Spanish-based creole) varieties spoken in the Philippines, with a brief comparison with Papiamento. Currently, Chabacano variety is critically endangered (Lesho and Sippola 2013).

Informal studies have carried out regarding this phenomenon, more specifically in Zambonga Chabacano, which is another variety of Chabacano (Camins 1999; Edding 2003; Head 1978; Nieva 1984). These studies indicate that the Tagalog third-person plural pronoun sila has completely substituted ellos in Zambonga Chabacano, only a few speakers use the first-person plural nosotros which infers that the Tagalog kami(ex.)/ tayo(in.) are almost entirely incorporated in the creole variety, and the recent use of the Tagalog second-person singular ikaw/ ka is a way for the Zambonga Chabacano youth to emphasise belonging to their age group and restore the pronominal distinction of respect and neutrality that is present in Spanish and Philippine languages.

In turn, using Goldvarb, the present study shows that the use of Tagalog subject pronouns in Cavite Chabacano is conditioned by a variety of social factors. Independent linguistic variables (person and number), and extralinguistic variables (age, socioeconomic status, frequency of use of Cavite Chabacano at work, and conversation theme) are analysed from five transcribed conversations between two native speakers of Cavite Chabacano in Cavite City. The analysis of the study shows that Tagalog plural personal pronouns are incorporated in Cavite Chabacano as a way to emphasise and demarcate membership to the Cavite City community, which is a particular feature of Southeast Asian and Pacific languages (Thomason and Everett 2005). This study also has importance for Papiamento and other similar Caribbean languages.

Felicia BISNATH
The University of the West Indies, St Augustine Campus

A Description of Copular Clauses in Trinidadian French Creole

Trinidadian French Creole (TFC or Patois) is an endangered heritage language of Trinidad & Tobago belonging to the Lesser Antillean French Creole family that includes St Lucian French Creole (SLFC) among others. SLFC has been more extensively analysed than TFC, and will serve as a basis for comparison with TFC. The only grammar of TFC was written 146 years ago by John Jacob Thomas and is in need of a modern, synchronic update. One area of interest is that of copular clauses, not treated comprehensively by Thomas and not previously studied in TFC. This study partially addresses this lacuna using Higgins' (1979) Taxonomy (HT) of copular clauses as an entry point to description. HT identifies 4 classes: predicational (PC), identificational (IC), specificational (SC) and equative (EC). PCs may have AP, PP or NP complements while the other classes have NP complements.

Data were collected from two native speakers from Paramin using reverse translation elicitation (RTE) and construction and introspection elicitation (CIE). In RTE Higgins' clauses and interrogatives in the present (PrT), anterior (AnT), and contextual anterior (cAnT) tenses were translated. Interrogatives were included because copular clauses can be found in their D-structures. In CIE, sentences elicited in RTE were transformed using subject-complement

inversion (I), “become” replacement (R) and paraphrasing with “that person/thing” (P). These transformations were judged for grammaticality by the two native speakers. PCs fail I and P but pass R, SCs pass all the tests, ICs fail all the tests, and ECs pass S and R but fail P.

All of Higgins’ classes are found in TFC and within those, the overt copulas /se/, /te/, /sete/ and /je/ are found; these are also found in SLFC (Carrington 131). This is significant since Thomas only explicitly identifies /se/ as a copula (76). He has examples of /te/ and /je/ acting as copulas but does not name them so (78). The copula /se/ is only found in the PrT with NP complements in all classes, and is replaced by /sete/ in the AnT and cAnT. The copula /te/ is only found in the AnT and cAnT in the PC with AP and PP complements. In the PrT, subject and complement are juxtaposed when the latter is an AP or PP. The copula /je/ is found in all tenses in interrogatives. This pattern also occurs in SLFC except for the distribution of /je/ (Carrington 131-152). In SLFC, /je/ is identified as a Page 1 of 2 copula substitute and is deleted when /kumã/ (“how”) is used in the PrT (Carrington 151-152). Additionally, the results identify a split in the PC that occurs because it can accept phrases other than NPs. Finally, the distribution of /je/ indicates that since it surfaces in interrogatives with APs and PPs in their D-structure, predicational clauses with AP and PP complements have a copula in D-structure that is deleted in S-structure.

These findings are significant because they provide native speaker evidence for the existence of 4 copular forms in TFC where only 1 had been previously explicitly identified and 2 implicitly identified. It is important that such updates be continued because of the endangered state of TFC.

Celia BLAKE
The University of the West Indies, Mona Campus

A Tale of Homophonic Pairs: A Case Study in the Jamaican Legal Process

The Jamaican case of *Kirk Williams*, in which the accused was charged with stealing an iPad, presents an example of linguistic ambiguity arising from homophonic pairs in the Jamaican language. Because of the nature of the vowel system in Jamaican, an English-lexicon Creole language, the words ‘iPad’ and ‘iPod’ are pronounced in the same way by speakers of Jamaican, the meaning distinction being derived from the shared context between the interlocutors. This homophonic situation contributed to some confusion in the case which arose at the pre-trial stage, and was subsequently carried into the trial. The confusion was compounded for the accused who, at the time the incident grounding the charge occurred, seemed to have been aware only of iPod devices and not iPads.

This paper describes how the confusion is exhibited in the case, explains its sociolinguistic context, and examines how the various parties in the judicial system dealt with or responded to the confusion. The data suggest a denial or under-appreciation by certain parties in the judicial system of the language-based confusion. Consequently perhaps, it might not have been accorded the weight of consideration that it deserved in the determination of the case.

Ben BRAITHWAITE
The University of the West Indies, St Augustine Campus

The Diversity of Caribbean Signed Languages and What It Means for Linguists and Linguistics

Linguists are only now beginning to investigate Caribbean signed languages in systematic ways. Recent documentation projects have begun to investigate previously undescribed languages in Haiti, Guyana, Trinidad & Tobago, Cuba, Suriname and Jamaica. Gradually, a picture of considerable linguistic diversity is emerging. We now know of at least ten signed languages indigenous to the Caribbean, and there are almost certainly more that have not yet been identified by linguists. Four more languages with origins outside the region are used natively by Caribbean signing communities, and another, British Sign Language, has left its mark across the English-official territories of the region. This paper provides an overview of sign language diversity in the Caribbean, discusses what these languages can teach us about questions of linguistic theory, and raises some ethical and methodological challenges for linguists interested in investigating them further.

The challenges that signed languages pose for linguistic theory are by now quite well known (for example, Evans and Levinson 2009). Phonologists have had to revise their theories in light of the discovery that there are natural languages which are perceived by eyes, not ears. Caribbean sign languages provide new empirical data on the cross-modal phonological typology, suggesting that it is possible to have lexical items articulated neither by the vocal apparatus, nor the hands.

Caribbean sign languages provide linguists with the opportunity to examine how linguistic structure emerges over time. We can see phonological systems emerge from iconic gestural systems, and observe the development of morphological and syntactic patterning, and how these processes are affected by the social and environmental circumstances of signing communities. There are Caribbean sign languages whose oldest users are still alive, allowing us to track the process of language creation from its beginnings, over the course of several decades. We can observe the effects of intense multimodal language contact on these systems, including contact situations and outcomes which have no clear parallels in the literature on spoken languages. The ways in which imported sign languages have changed in the Caribbean provide new insights into the ways in which language change can be shaped by perceptual factors.

The study of these languages raises ethical and methodological issues, some of which will be particularly familiar to Caribbean linguists concerned with marginalised languages, such as how to ensure that research agendas serve the interests of, and ideally are set by community members. It also presents new challenges, such as how to train a generation of native signer linguists, and how to engage with communities when official organisations which purport to represent Deaf people may not be accepted by the populations they claim to serve.

Finally, the paper considers the future of this linguistic diversity, showing that is extremely fragile, and that the actions of linguists today are likely to have profound consequences for the future of these languages, and the communities to whom they belong.

Ben BRAITHWAITE, Alicia LAMB-STERLING, Rian GAYLE and Taryn FORREST-HARRIOTT
The University of the West Indies, St Augustine Campus, Western Oregon University, and Jamaica Association for the Deaf

The History of Sign Language and the Deaf Community in Jamaica

Compared to elsewhere in the Caribbean, there has been a relatively large amount of research relating to the Deaf population of Jamaica. Most of this research has been concerned with the education of Deaf children, and focuses on English reading and writing (e.g., Hall 1992, Dacre 2011). Work that focuses on signed languages, such as Dolman's description of an indigenous sign language used in St Elizabeth parish, or Cumberbatch's PhD dissertation on a variety of Jamaican Sign Language (JSL) used in Kingston, takes a synchronic perspectives, and have relatively little information about the historical development of signing, and of Jamaica's Deaf communities.

This paper therefore attempts to provides a description of the history of signing and of the Deaf community of Jamaica. While deaf education in Jamaica only began in the 1930s, when Rev. Frederick Gilby, a native signer of British Sign Language (BSL), helped to set up the first association and deaf schools, the history of Jamaican deaf education goes back further than that. We know of at least two deaf Jamaican children who attended school in Edinburgh, Scotland in the early nineteenth century. At this time, BSL was being used at the school, raising the possibility, not only of an early BSL using population in Jamaica, but also of Jamaican influence on the development of that language in Britain.

Data from censuses indicate that there was a significant deaf population in Jamaica, long before Gilby's arrival: the census of 1861 enumerated 640 people who were as 'deaf and dumb'. The age of the signing community in St Elizabeth has not been accurately established yet, though, within the Deaf community, it is said to be over two hundred years old. Information from some of the earliest teachers at the first deaf schools in Jamaica indicates that the children were using sign language even when the prevailing educational philosophy was oralism, and signing was officially banned.

The historical description shows that sign language in Jamaica goes back well before the arrival of American missionaries in the second half of the twentieth century, and suggests that JSL should not be viewed as a variety of ASL, but as a language with older roots, which already existed when ASL arrived. We provide evidence of how the various historical forces which have affected and shaped the emergence and development of sign language in Jamaica can be seen manifested in linguistic variation today. We argue that research into the history of Caribbean sign languages and Deaf communities is important for a variety of reasons: it focuses attention on linguistic variation which might otherwise be missed; it provides us with new insights into the nature of language emergence; and it helps to strengthen Deaf community identity.

Margie CUBILLO ARAYA

Universidad Nacional de Costa Rica

ESP: The Teaching of Technical Lexicon in Higher Education in Costa Rica

Learning a second language represents a challenge for most students who get immersed in academic learning settings. Beyond this fact, there are some specific populations which have to deal not only with general English but also with English for a specific purpose. In modern times, one has to know English for being involved in the global job market. By taking into account this situation, students in Costa Rican universities are required to take courses of English for Specific Purposes (ESP) in order to graduate. The role of the university is to provide pupils with tools for facing the reality they will find once they finish their major. By knowing this, learners attend to the English for Specific Purposes class with an expectation of filling their gap in regards to the use of the language in their field of expertise. The aim of this study is to explore the effectiveness of methodologies, approaches, and techniques used by professors in charge of teaching these ESP courses at Universidad Nacional in Costa Rica. Furthermore, as suggested by Hernández et al., this investigation follows a qualitative design since it was developed in the informants' natural setting (classroom), the variables were not controlled, all the information was gathered from the informants, and the data was not analysed based on numbers (2006, 526). The data collection instruments applied to measure the effectiveness of the methodologies, approaches and techniques used by the teachers were: participant and non-participant observations, questionnaires, interviews, focus groups and artifacts. This inquiry begins by introducing the problem and its importance for the field of English for Specific Purposes which is defined by Hutchinson as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (qtd in Anthony 2006: 2). There have been research regarding ESP and technical lexicon (Lewis, 1997; Lehr et al, 2010; Scott et al, 2006). Based on previous works and data collection instrument analysis, this research proved that the methodology being used to teach these courses was not effective for this population; basic vocabulary, misleading topics, outdated textbook, among others, contributed to a deficient ESP course. This investigation provided conclusions and recommendations for authorities, textbook, and future research that led to a drastic change in order to improve the teaching of technical lexicon in ESP courses.

Jacqueline DARVIN and Kari-Lee GRANT
Queen's College, CUNY and Lawrence Road Middle School

Improving the Education of Speakers of Caribbean Languages in New York City Public Schools

The New York City (NYC) Department of Education, which is the largest school district in the United States of America with 1.1 million diverse students in over 1,800 schools, contains the heaviest concentration of Caribbean English-lexified Creole or CEC-speaking students in the USA (New York State Department of Education, 2011). In the 2013-2014 academic years, 17% of students enrolled in NYC public schools were born in countries or territories outside of the US (NYC Independent Budget Office, 2015). In the same school year, the 25 most frequent

birthplaces of NYC students outside the 50 U.S. states included Jamaica, Guyana, and Trinidad & Tobago; Jamaica with 8,672 students enrolled, Guyana with 7,829 students, and Trinidad and Tobago with 1,980 students combined (NYC Independent Budget Office, 2015). Unfortunately, CEC-speaking students in NYC and elsewhere are generally inappropriately placed in regular English classes, without proper support (Winer, 2006).

While some CEC-speaking students perform well in traditional English classes, many others perform dismally academically (Pratt-Johnson, 2006). Little is known about effective English language and literacy programmes for CEC-speaking students. Without this knowledge, NYC schools will continue failing and misunderstanding these students. That is why it is important to understand the unique experiences and needs of CEC-speaking students, the focus of one of the presenter's doctoral research studies and the theme of this important presentation. Students from Caribbean countries where English is the medium of instruction have a range of English language proficiency (Winer, 2006). Some are proficient in English and less proficient in a CEC, some are native speakers of a CEC and less proficient in a standard variety of English, and others are completely bilingual in a CEC and a standard variety of English, such as Standard Caribbean English (SCE), Standard British English (SBE), or Standard American English (SAE) (New York State Department of Education, 2011). However, there is no New York State (NYS) or NYC language policy to serve the needs of CEC-speaking students, particularly those who are less proficient in a standard variety of English. NYS test performance data indicate that there is a critical need for improvement.

This study will help close the knowledge gap pertaining to the education of CEC-speaking students in North American schools. In addition to analysing how principals, school counsellors, and English teachers describe the experiences of CEC-speaking students and how well they understand the students' needs, this inquiry will analyse English teachers' knowledge, training, and attitudes about language diversity, using a mixed methods design. The overarching goal of this research and presentation is to advocate for educational policies, programmes, practices, and procedures that will effectively address the academic, social, and emotional needs CEC-speaking students in NYC public schools and beyond. In addition to sharing portions of research from this cutting-edge doctoral work, the presenters will also share successful strategies for educators working with CEC-speaking students, as well as ways to increase awareness of linguistic diversity and the needs of CEC-speaking students in teacher education programs at colleges and universities.

Jeffrey E. DAVIS and Paulson SKERRIT
University of Tennessee and The University of the West Indies, St Augustine Campus

Trinidad & Tobago Sign Language Interpretation:
Multilingual and Multicultural Considerations

This paper concentrates on international and interdisciplinary collaborative efforts among sign language linguists, teachers, interpreters, and community stakeholders from diverse linguistic and cultural backgrounds in Trinidad & Tobago. It features recent research findings, fieldwork, and newly published works, aiming to advance a greater understanding of the signed and

spoken language varieties of multicultural/multilingual communities, like the challenges encountered by sign language interpreters and researchers working in Trinidad & Tobago Sign Language (TTSL) contexts. Prior to the research reported here and outreach project carried out 2010–2015, the majority of sign language interpreters in Trinidad & Tobago did not have formal training in sign language, interpretation, or linguistics. The outcomes of the project reported here were initiated in response to the concerns among Trinidad & Tobago interpreters and members of the Deaf community that working interpreters did not hold qualification or certification to be working as professional interpreters. While the paper focuses on sign language interpreting, it also illuminates other topics like the status of Caribbean signed languages, language contact and change, the role of sign language in education, and Deaf community involvement in teaching and evaluating interpreters.

One of our chief aims of the research project featured here has been to collaborate with TTSL stakeholders, such as teachers, interpreters, linguists, and Deaf community members. Along these lines, a team of US & T/T linguists have been documenting Caribbean signed language varieties like TTSL, developing a corpus of culturally relevant and linguistically authentic linguistic corpus that can be utilised for sign language studies and interpreter education. We have been using ELAN (EUDICO Linguistic Annotator) and other multimedia technologies, particularly well suited to translate and transcribe signed language and which offer numerous linguistic applications relevant to the research, teaching, and interpreting both signed and spoken languages. In brief, corpus linguistics work advances our understanding of the Educational Sociolinguistics implications inherent in TTSL contact situations and developing a digital language archive/corpus of Caribbean signed language varieties contributes to the preparation of more highly skilled interpreters and educators as well as broadening the experiences and participation of other professionals and community stakeholders.

While interpreting between any two languages entails the same fundamental processes and skills, there are particular contextual issues for interpreters who work in intensive language contact and multilingual settings. For example, carrying out linguistic research in multilingual/multicultural situations raises specific challenges around:

- achieving linguistic and cultural equivalence across wide cultural/linguistic gaps
- cultural expectations about the interpreter or researcher's role and relationship to the community
- mediating very unequal status/power dynamics
- establishing training and standards of competence for working in minority languages
- the need for collaboration between Deaf and hearing community members from a range of sociolinguistic backgrounds

This paper will bring together the perspectives of interpreters, consumers, educators, and linguists from various TTSL sociolinguistic backgrounds as well as other locations across the Caribbean—Deaf and hearing, Native and non-Native. The paper will be of interest to researchers working in culturally and linguistically diverse communities as well as to community stakeholders and a range of professionals working in TTSL and other Caribbean contexts.

Nickesha DAWKINS

The University of the West Indies, Mona Campus

Styling through Rhyming: Acoustic Variation of Vowels in Jamaican Dancehall Lyrics

The main purpose of this research is to investigate the phonetic variation of selected vowels in the song lyrics of Jamaican Dancehall artists via acoustic measurements. Thus, it provides an insight into the study of vowel use by male and female artists in the Jamaican Dancehall music genre. The acoustic manipulation of these dancehall artists' vowels as it pertains to vowel height (F1), vowel frontness (F2) and fundamental frequency (F0) can be influenced by social factors such as style, gender (specifically the gender of the artist's target audience) and identity. F0 is the physical aspect of pitch, which is a prosodic feature. Pitch is "an unconscious yet socially and culturally constructed linguistic property" (Yuasa 2008, 1). Pitch can be roughly determined by anatomical differences of individuals; it can at the same time be an excellent linguistic resource which carries meaning such as gender identity and other socially salient categories (Yuasa 2008). As Foulkes & Docherty state, "the socially constructed category of gender…overlaps considerably with the biological category of sex, and the phonetic cues for gender, such as relatively high F0, may be parasitic on phonetic differences derived from biological differences" (2006, 411). In the Jamaican Dancehall, both men and women project different identities through their manipulation of acoustic and prosodic features on their vowels used in their rhyming syllables. They do this by modifying their voice quality, and this is demonstrated with an intended audience in mind.

Charles DeBOSE
California State University, East Bay

Anterior Aspect Marking in Samaná English and African American Language

Samaná English (SME) is spoken in the Dominican Republic by descendants of free African Americans who migrated to Hispaniola in 1824. Previous studies, using various features of SME, argue for or against the creolist hypothesis. This paper examines the origin and history of African American Language (AAL) from an historical comparative perspective. The genetic relatedness of AAL and SME is strongly supported by their socio-historical relationship and numerous correspondences at every level of structure. Existing studies have documented structural correspondences in English-lexified Caribbean Creoles referred to as Afro-American that support their genetic relatedness (Alleyne 1980). Such correspondences include cognates of English *does*, *done*, *been* and *go* as preverbal markers of non-completive, completive, anterior and future aspect/tense, respectively. Recent studies of AAL tense, mood, aspect (TMA) marking show that the same categories best account for the TMA interpretation of AAL sentences, often with similar markers, e.g. *She done went home*. 'She has gone home;" *We gon wait for you* 'We're gonna wait for you.'

SME uses cognates of *done*, *go* and *been*, e.g., *You done been up there?* 'Have you been up there?' I *suppose you gwine sweat* 'I suppose you're gonna sweat;' and *The family Kelly they been from Atlanta* 'The Kelly family were from Atlanta.' SME also uses *was* and *had*, in alteration with *been* as anterior aspect markers; e.g. *My father was marry wit a Spanish*

woman but I had like the English more ‘My father married a Spanish woman but I liked English more.’ AAL also uses a cognate of *been* with emphatic stress, referred to as stressed BEEN, to mark a predicated event in the remote past, e.g, *they <u>been</u> married!* ‘They have been married for some time.’

Recent studies show that the marking of anterior aspect in AAL is adequately accounted for by selectional restrictions on the occurrence of *was* and *had*. The selection of one or another depends on whether the predicate of a sentence is one or another of four types defined by the presence or absence of the features [+/- stative] and [+/-verb]. The stressed BEEN marker sometimes occurs in environments in which Standard English *been* never not occurs, e.g., *I <u>been</u> know her name!* ‘I have known her name for some time.’

The variable occurrence of *been*, *was* and *had* as SME anterior aspect markers supports the treatment of AAL *was* and *had* as anterior markers historically developed from SME *been*. That claim is further supported by treating the AAL stressed BEEN feature as a cognate of the SME anterior marker *been*, which has evolved in present day AAL into the specialised function of marking remote anterior aspect while being replaced by *was* and *had* for other functions of anterior marking. Cognates of SME *been* in Afro-American Creoles supports the inclusion of SME and AAL in the Afro-American family of languages.

Sally DELGADO
Universidad de Puerto Rico, Río Piedras

Swearing Promotes Social Cohesion:
From *Warm Words* to the *Most Swearing Reprobate Fellow among Them*

This paper presents data from original research in historical dialectology on maritime communities of the early colonial Caribbean. Although swearing has been frequently recognised in literary representations of sailors and stereotypical pirates, few scholars have attempted to define the ways in which swearing served as a discourse marker in these communities. The data presented have been drawn from a corpus of archival materials including seventeenth and eighteenth century logbooks, witness testimony, letters, and petitions authored by those who went to sea and formed part of these floating communities of linguistic diversity. The findings support the hypothesis that swearing promoted social cohesion by marking the discourse of mariners who wished to assert social status, particularly in multilingual communities that were often geographically and idealistically distant from nationally accepted norms. Evidence indicates that swearing punctuated routine orders in much the same way as the Boatswain’s whistle emphasised instructions. However, it also served to mark subtle distinctions in rank and social hierarchy in a way that was intended not only to hold subordinates in place but also to establish social order and thus promote harmony in communities that were made up of recruits of different nations and cultures who spoke a variety of languages and dialects, each with their own customs to mark superiority and subordination. Thus, in many respects, swearing facilitated social unity in non-traditional communities of practice and, as such, came to be a linguistic marker of in-group identity that communicated kinship and collaboration in spite of the seeming severity of specific utterances. The findings of this paper not only further what little we know of

these diverse linguistic communities, but are additionally important because the linguistic practices of these communities were familiar to island and coastal communities of the Caribbean and Atlantic, and may have influenced or been influenced by regional language variation in these areas.

R. Sandra EVANS
The University of the West Indies, St Augustine Campus

"It's not a problem; we do it ourselves": Interpreting for the Police in Dominica and St. Lucia

While there are moves in a number of countries to control for quality in court interpreting, e.g., through interpreter training and accreditation, there is generally a distressing lack of such concerns in relation to interpreters used in police interviews (Eades 2003) and in other law enforcement procedures that are essential to the proper delivery of justice. For example, in the United States, there appears to be a constant level of unpredictability as to what sort of interpreter will be employed by the police, and the quality of interpreting that they will provide at any given moment. Interpreters come in the shape of, inter alia, police officers, police informants, relatives of detainees or suspects, children of crime victims, and respected members of the community (BerkSeligson 2000). Yet with their assistance, the police produce official transcripts that are often submitted at trial for evidentiary purposes. Berk-Seligson contends that one ought to question the validity of some of those transcripts, given their potential importance to both defence counsel and prosecution alike (215).

Although there is a growing body of literature on the problematic nature of interpreting in police procedures, there is a marked dearth of research on the topic in Creole-language situations in the Commonwealth Caribbean. This paper explores the interpreting practices of police officers when dealing with Kwéyòl-dominant speakers in Dominica and St. Lucia. It questions the sort of interpreters used, the quality of interpreting provided by these interpreters, and the possible consequences for (1) for the interpreter, (2) for the Kwéyòl-dominant speaker and, (3) for the administration of justice. The analysis underscores the need for more formalised interpreting practices in police procedures in the two islands and for the professionalisation of interpreting in these procedures.

The following example, taken from the relevant data, provide some insight into the quality of interpreting that can be provided by untrained, non-professional interpreters, and demonstrates how easily a suspect's access to justice could be jeopardised if he or she is tried for a crime.

Kwéyòl-speaking Suspect's Statement

Mwen	*antwé*	*andidan-an*	*èk*	*mwen*	*pwan*	*an*	*tjò*	*bwa*	*mwen*
I	entered	inside	and	I	took	a	piece of wood		I

té ni	*la*	*èk*	*mwen*	*bay Fano dé kout li*
had	there	and	I	GAVE FANO TWO LASHES WITH IT

asou	*bwa'y*	*mwen*	*bay*	*Janet*	*dé*	*kout bwa*
ON	HIS ARM	I	gave	Janet	TWO	LASHES WITH THE WOOD

Police Officer 1 - Interpretation
I then went into the house and took a piece of wood I had inside AND I BROKE FANO'S ARM WITH IT and then I gave the woman SOME LICKS.

Police Officer 2 - Interpretation
I went inside I took a piece of wood there. I TOOK IT I LASH FANO WITH IT ON HIS ARM. I BROKE HIS ARM. And I gave Janet two lashes.

Nicholas FARACLAS
Universidad de Puerto Rico, Río Piedra

A Critical Analysis of Neo-Colonial Discourse and Performance Promoting Homophobia in the Anglophone Countries of the Caribbean and the Afro-Atlantic

Two man hitch up on and hug up on and ah lay dung inna bed
Hug up one another and ah feel up leg
Send fi di 'matic and di uzi instead
Shoot dem now come mek we shot dem dead

Lyrics to songs like those above from Buju Banton's 'Boom Bye Bye' (1993) are emblematic of a growing tendency toward the active sponsorship and promotion of homophobic discourse and performance by US based fundamentalist churches, 'social conservative' Republicans, and other neo-colonial forces in the Anglophone countries of the Caribbean and the rest of the Afro-Atlantic. In this presentation, the tools of Critical Discourse Analysis (van Dijk 2008) are applied to sermons, speeches, songs and other texts that legitimise the current wave of virulent homophobia in parts of the region, especially in relation to the role that such discourse is currently playing in identity creation, religion, politics and popular culture. This analysis aims to demonstrate that the propagation of homophobia in the Anglophone Caribbean and Afro-Atlantic has much less to do with any so-called 'post-colonial,' 'independent' Afro-Caribbean 'morality,' 'heritage' or 'tradition' that its proponents claim to be defending, than it has to do with the devastating legacy of repressive British colonialism and the ever-rising tide of US neo-colonial hegemony. Based on this analysis, we intend to engage with vulnerable communities in the English-official countries of the Caribbean and West Africa who are trying to navigate the treacherous social realities created by these discourses, in order to move beyond them toward a post-colonial understanding and celebration of multiplex sexualities.

Zuleika FERNANDES PERNA-SILVA
Instituto Pedagogico Arubano

E Arubiano y su escogencia di idioma verbal; un dilema ?

E Arubiano y su escogencia di idioma ora di comunica verbalmente; un dilema ? Un terapista di habla Spaño ta papia Spaño cu Gwendy. Gwendy ta pidi e terapista pa papia Papiamento, ya cu “ta na Aruba nos ta”. E terapista ta bis’e cu ainda e no a siña Papiamento. Gwendy ta keha e terapista, papiando Hulandes cu e manager Hulandes, cu ta biba na Aruba pa 15 aña caba. E preferencia pa cu uzo di idioma ta algo comun den bida cotidiano na Aruba.

Riba un isla unda ta conbibi mas di 78 idioma, ta un escogencia continuo den ki idioma ta comunica, unda, cu ki frecuencia y cu ken. Si para keto solamente na comunicacion verbal den bida diario di e Rubiano, ta surgi e pregunta kico ta factornan di influencia y den ki situacion specifico ta haci tal escogencia.

Aruba a conoce dos epoca di fluho di imigrante masal: na 1927 cu binida di refineria Lago y den e di dos mitar di e siglo cu crecemento di industria turistico. E prome fluho tabata trata di mayoria imigrante di habla Ingles, mientras cu e di dos fluho tabata trata mas di imigrante di habla Spaño. Na 1976 Aruba a haya su mesun himno, bandera y a stablece e ortografia di Papiamento na Aruba. E Rubiano a cuminsa haya su mesun identidad y un era nobo a nace den manera di mira idioma Papiamento. Na 2003 a oficialisa Papiamento y na 2004 a introducie den enseñansa avansa.

E posicion y cantidad di ora pa cada idioma den enseñansa avansa no ta parti igual. Hulandes y Ingles ta idiomanan obligatorio y ta conta cu mas ora, mientras Spaño y Papiamento, e dos idiomanan mas grandi riba e isla, ta idioma di escogencia pa examen y ta conta cu menos ora.

E Rubiano en general no ta exigi di esnan di habla Hulandes of habla Ingles biba aki pa e papia Papiamento. Al contrario, e ta purba troce lenga, cu poco acento agrega, pa e haci su mes comprendible den e idiomanan ey. Den presencia di un solo hablante Hulandes den cualkier situacion ta scoge pa cambia di idioma pa e por ta comprendible p’e. Pero ora ta toca esun di habla Spaño, ta exigi di dje pa e papia Papiamento.

Factornan cu por ta di influencia riba e escogencia di cua idioma ta uza ora di comunica verbalmente ta: e imigrantenan y nan posicion den comunidad; e balor y importancia cu ta duna cada idioma den sociedad y na scol; e echo cu cada fluho di imigrante a contribui cu Papiamento, como forma di identidad di e Rubiano, a crece y bira mas fuerte.

Anto ta e mesun Rubiano cu e dilema aki, ta bati riba su pecho cu e ta domina e cuater idiomanan aki cu fluides…

Sabriya FISHER
University of Pennsylvania

Tense-Aspect Meaning and Variable Verbal Morphology of Main Verbs Following *ain't* in AAE

This paper presents evidence that variation in the morphological form of main verbs following *ain't* and tense-aspect meaning are strongly related in African American English (AAE). AAE uses *ain't* negation to express past events in both the simple past tense (1a) and present perfect aspect (1b).

1) a. *They ain't say/said that yesterday*.
"They didn't say that yesterday."
b. *They ain't say/said that since last month*.
"They haven't said that since last month."

However, without temporal anchoring (from adverbial expressions in 1a &b), such sentences are ambiguous between a past and present perfect meaning (2).

2) *He ain't say/said nothing to you?*
"He didn't say anything to you?"
"He hasn't said anything to you?"

Fasold and Wolfram 1970 further note variation in the verbal form following *ain't* (e.g., *He ain't do/did/done it*). This paper attempts to connect this variation to tense-aspect meaning.

DeBose 1994, drawing on the Lexical Stativity Parameter (Mufwene 1983, DeBose and Faraclas 1993), proposes that tense-aspect meaning is determined by the lexical stativity of main verbs following *ain't*: non-stative/dynamic verbs receive a past, completive meaning (simple past, 3a) and stative verbs receive a non-past, non-completive meaning (present perfect, 3b). Under this scenario, the morphological form of the verb does not matter.

3) a. *He ain't do/did/done it*.
"He didn't do it."
b. *He ain't know/knew/known that*.
"He hasn't known that."

This claim is evaluated using spontaneous speech data from 20 speakers of AAE collected in Philadelphia. The sample was balanced for both gender (8 male, 9 female) and year of birth (1913-1969). A total of 125 tokens of sentences containing *ain't* were coded for tense-aspect meaning by two coders (agreement rate = 90%). Main verbs were coded for lexical stativity (stative vs. dynamic) and morphological form (base, preterit, or participle, see Table 1). Final Consonant Cluster Deletion was factored into the analysis of regular *–ed* verbs since this renders their base and preterit forms indistinguishable (*walk on* vs. *walk(ed) by*) (Guy 1980, 1991).

First, the hypothesis that meaning is determined by the lexical stativity of the main verb was tested. Following Weldon (1994), we also find that stative and non-stative verbs occur in both the simple past and present perfect (Figure 1). Second, we find variation in morphological form for main verbs following *ain't* in both tense-aspect contexts (Figure 2). However, a significant correspondence between main verb form and meaning is also revealed: 76.8% of simple past sentences have a main verb in base form; 83.3% of present perfect sentences contain a main verb in either preterit or participle form, which are combined due to widespread participle to preterit levelling in AAE.

These findings confirm Green's (20O2) description of variation in main verb morphology following *ain't* in the simple past, but further reveal unexpected variation in form following the present perfect use of *ain't*. Overall, results demonstrate that main verb form is a significant predictor of tense-aspect meaning while lexical stativity is not.

Tense-Aspect Meaning and Variable Verbal Morphology of Main Verbs Following *ain't* in AAE

Verb Type	Base	Preterit	Participle
Invariable	*put*	*put*	*put*
Regular	*walk*	*walked*	*walked*
Irregular	*get*	*got*	*gotten*

Table 1: Main verb morphological forms.

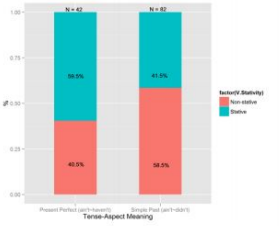

Figure 1: Lexical stativity of main verbs following *ain't* by tense-aspect meaning.

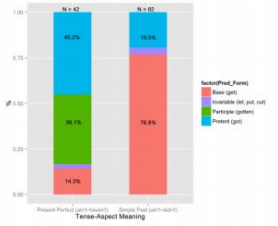

Figure 2: Morphological form of main verbs following *ain't* by tense-aspect meaning.

Clive FORRESTER
York University

Jamaican Creole Language Issues Inside Ontario Courts:
The Dynamics of Linguistic Consultancies

The most recent population census for Canada puts the population of Jamaicans residing in Canada at slightly over 256,000 with the population in the Greater Toronto Area (GTA) of Ontario alone in excess of 160,000. Though the population census indicates that roughly 99% of Jamaicans speak predominantly English while at home, and a similar 98% speak English while at work, there have been instances where Creole-speaking Jamaicans with low English competence have had reason to stand trial in Ontario courtrooms. On such occasions, these speakers of Jamaican Creole (JC), through their legal representative, can enlist the services of a court interpreter to facilitate communication during court proceedings. This paper considers

the role of the linguist in three distinct areas of legal consultancy - (i) reviewer of courtroom interpretation, (ii) translator of JC terms and contexts of usage, and (iii) evaluation of JC transcription.

The data for this project come from three court cases in Ontario involving JC speakers:

1. R. v. Douglas and Bryan:
   This consultancy concerns a trial held in 2014 which involved a dancer from Jamaica who was travelling to Toronto for work and held on drug possession charges. The JC interpreter at the trial did such a poor job that the case was declared a mistrial after which the researcher was hired as a consultant to evaluate the work of the interpreter.

2. City of Toronto Civil case:
   In April of 2015 two City of Toronto employees got into a workplace dispute which resulted in one of them allegedly issuing a death threat using a Jamaican curse word. The researcher was consulted to explain the etymology of the word and whether it could reasonably be treated as a death threat.

3. “Project Coral”:
   The Toronto police’s ongoing battle against drugs culminated in a massive wire-tap project against affiliates of the infamous Shower Posse gang stationed in Toronto. The researcher was called in ahead of the trial to evaluate transcripts prepared by the Toronto police of alleged drug transactions caught on mobile phone wiretaps featuring aspects of JC alongside gang codes.

The paper highlights the various linguistic considerations present in each case and a few of the hidden professional and ethical challenges the linguist encounters when navigating the landscape of legal consultancy.

Ronald FRANCIS
The University of the West Indies, St Augustine Campus

Determiner Allomorphy in St Lucian French-Lexicon Creole

Often, it is claimed that Creole languages are structurally simple and show scant morphophonological complexity, for example, little inflectional morphology. However, Creole languages appear to have much more structural complexity than previous contended. One such example of this complexity is the behaviour of the postposed definite article (DET). In St Lucian French-lexicon Creole (SLFLC) and other French-lexicon Creoles, DET has a variety of allomorphic variations which are predictable from the last phoneme of the noun to which it is affixed. Several analyses of this phenomenon have been done and it has been shown that French-lexicon Creoles have a typologically unusual preference for CC clusters and vowel hiatus instead of the expected prevalence of and preference for CV structures (Klien 2003). The simple phonological rules governing the distribution of the allomorphs of DET are

well-documented. For example, in Haitian Creole (HC) and SLFLC, nouns ending with a consonant except nasal consonants are affixed with [-la] and nouns ending with a nasal vowel are affixed with [-ã] (Carrington, 1984; Valdman, 1978). Many deep-structural analyses for HC have been conducted and a proposed rule order given: (1) syllable definition (2) Boundary Shift (3) Final C Deletion (lexically Restricted) (4) Lowering and (5) r-deletion (Tinelli, 1981). However, there is a paucity of such structural analysis for SLFLC and while previous research has held it as axiomatic that these rules apply to all French Lexicon Creoles, SLFLC shows a divergence in form from the Creole language most discussed by scholars, HC.

This paper examines data from various discussions on determiner allomorphy to provide a comprehensive account of the distribution of DET in SLFLC, including the main phonological processes at work: nasalisation, boundary shift and deletion. The paper posits that the rule order that governs the distribution of DET in SLFLC is different from the rule order outlined for HC by Tinelli (1981). Furthermore, I will show how the rule order outlined for DET in SLFLC also applies to other postponed morphemes (eg: reflexive and possessive pronouns) in SLFLC. Ultimately, the findings align with notions that creole languages are indeed structurally complex and the data may be used to contradict claims that they are simple and have little inflectional morphology.

Shelome GOODEN
University of Pittsburgh

Acoustic Evidence for Prosodic Boundaries in Jamaican Creole

Acoustic evidence for prosodic boundaries in Jamaican Creole This paper examines acoustic evidence for three prosodic categories in Jamaican Creole (JC). In particular, it provides empirical/acoustic-phonetic support for (a) different levels of prosodic structure and (b) the existence of prosodic strength differences between word, intermediate phrase (ip) and Intonational Phrase (IP) boundaries. Several studies have shown that acoustic cues to prosodic boundaries include differences in pitch lowering, pause duration, and segmental lengthening (e.g., Turk & Shattuck-Hufnagel, 2007; Wightman, Shattuck-Hufnagel, Ostendorf, & Price, 1992). English, for instance, demonstrates a three-way distinction of pre-boundary lengthening to mark prosodic boundaries for *word*, *ip* and *IP* levels. However, these issues have yet to be explored for Caribbean English Creoles (CEC).

Prosody imposes a rhythmic structure on speech, signaling the divisions of utterances into interpretable parts (Beckman 1986). Intonation is layered on top of these parts to convey a variety of meanings. Hence, both prosodic structure and intonational structure work to signal information about the relatedness of constituents. The changes/developments in the prosodic system of Creoles is thus a kind of structural change that needs to be studied. However, although some CECs, like JC have an Englishlike intonation system, the way prosody is realised is not an exact replica of the input languages. In some respects we ought to expect differences precisely because these languages are products of language contact. For example, the canonical shape of the F0 in a broad focus declarative is a pitch fall (H+L*) but in dominant English varieties there is no fall. Furthermore, the analysis of prosodic categories in CECs is not

as clearcut as it is in English varieties. So while work on JC, argued for ip and IP above the word (Gooden 2003, 2014), Gooden, Drayton and Beckman (2009) and Drayton (2014) argue that Trinidadian English Creole has an accentual phrase (AP) above the word level, instead of an ip.

The discussion in this paper is based on the analysis of semi-spontaneous speech data from a rural conservative variety of JC. Preliminary results indicate that speakers utilise several cues to prosodic phrasing. First, there are significant *durational* differences between IP, word and ip boundaries such that IP boundaries are longer than ip boundaries, which are in turn longer than word boundaries. Second, tone height also serves as a cue to prosodic boundary since the IP boundary tones (e.g., H% or L%) show more extreme pitch scaling (higher and lower respectively) than the corresponding ip tone (H- or L-). Finally, there are *voice quality effects* such that syllables at the end of IPs show creakiness not observed at ip boundaries (cf. D'Imperio et al. 2005 on Italian).

In essence the JC patterns seen here mimic those that have been reported cross-linguistically for a wide variety of intonation languages/languages with similar prosodic structures. This is important because not all of these languages are contact languages or are languages which otherwise exist in varied ecologies quite distinct from that of any CEC. The fact that JC shows cross-linguistically common patterns speaks firmly against the idea of *creole exceptionalism*.

Rosemary HALL
University of Oxford

***Goin' dahn de road*: Performing Bermudian English in a New Linguistic Market**

Contemplating the future of stylistic variation studies, Schilling hypothesiSes: 'it may be that considerations of attention to speech will once again come to the forefront…this time, however, the focus will be on the self-conscious speech that variationists once sought to avoid' (20O2: 395). In her work on the English of Ocracoke, North Carolina, Schilling employs just such a focus, examining overt performances of a stereotyped 'stock phrase'. Schilling reports three major findings: 'first, performance speech may display more regular patterning than has traditionally been assumed. Second, it lends insight into speaker perception of language features. Finally, the incorporation of performance speech into the variationist-based study of style shifting offers support for the growing belief that style-shifting may be primarily proactive rather than reactive' (1998: 53). These patterns in linguistic performance have yet to be tested in other geographical settings.

This paper examines performance in another island community. Bermuda, although located in the North Atlantic, has important connections with a number of Caribbean islands both historically and linguistically (Eberle and Schreier 2013). Bermudian English (BerE) is conspicuously absent from the World Englishes literature, and no phonological overview has been written since Ayres' impressionistic account of 1933. As well as testing Schilling's methodology in a new and unusual sociolinguistic context, this paper introduces the phonology of BerE to SCL.

Like Ocracoke, Bermuda is home to a heavily stereotyped stock phrase, *dahn de road*, which appears to be used by Bermudians in similar ways to those in which *high tide on the sound side* is used by Ocracokers. By analySing four variables, (aʊ) (ð) (ə) and (əʊ), found in the performance and non-performance speech of ten Bermudian females, I explore the social significance of *dahn de road* and of linguistic performance more generally in Bermuda.

Largely, the conclusions drawn from acoustic analysis of the Bermudian data agree with Schilling's. The patterning found between read and performed variables lends support for speaker agency and suggests that (əʊ) may be less salient than (aʊ), (ð) and (ə). Additionally, metalinguistic commentary indicates that non-BerE speakers appropriate BerE as stylistic material in an effort to forge Bermudian identities. I argue that this is a reflection of the dramatic social and linguistic changes seen in Bermuda over the last century; the simultaneous growth of the tourist and international business industries have firmly installed standard ideology in the (Americanised) workplace at the same time as turning 'Bermudian-ness' and BerE into a precious commodity in a number of ways. This paper explores the interplay between 'strategic inauthenticity' (Coupland 20O1; 2004) and authentic identity making in Bermudian linguistic performance. I argue that, as Jaffe has pointed out, 'comedic double-voiced performances' such as these can be 'a critical tool in the creative mediation of language ideological tensions' (2014: 164). Bermudians and non-Bermudians both, in different ways, invest in a range of stylistic resources in order to succeed in a complex linguistic market.

Shawnee HARDWARE
York University

Can Multiliteracies Pedagogy Improve Jamaican Grade Seven Inner-City Students' English Learning?

Through this presentation, I hope to tackle some of the misperceptions of grade seven inner-city students' English learning problems. My impetus for doing this presentation stems from the need to bring attention towards improving inner-city students' English learning. Jamaican English teaching and learning often disregard the value of the local dialect and working class students' life worlds which often limits their engagement and learning (Devonish & Carpenter, 2007a&b). I hypothesise that students will benefit from the inclusion of their sociocultural knowledge such as Jamaican Patois, dancing and drama as tools for learning in the previously mentioned subject.

Data used in this presentation is derived from my PhD research which uses a critical approach to literacy learning. More specifically, my research examines multliteracies pedagogy's (MLS) potential to improve grade seven inner-city students' English language engagement and learning. MLS has been formulated to help language educators rethink that language teaching is vital to providing more access to knowledge for students who have different (sub) cultural backgrounds (New London Group, 1996). According to MLS scholars, teachers may create more socially just and more engaging learning environments by recruiting all students' lived experiences in the classroom (Kalantzis & Cope, 2008).

With the aim of creating a more engaging and socially just English classroom, my research uses the teaching of both grammar forms modelled after the Jamaican grade seven English curriculum and communicative activities based on students' socio-cultural knowledge. It also uses a variety of activities such as classroom observations, teaching of 13 experimental lessons, a teacher interview and student focus group interviews. Given what appears to be a scarcity of research that shares Jamaican students' perspectives on their own learning, I plan to use only the information from student focus group interviews in this presentation to identify how they framed their own learning and what they believe are the difficulties that affect their learning. I will present a thematic analysis of the interview data and share some narratives from these interviews. Although the research is ongoing, I postulate that a key theme in the narratives will be the lack of meaningful engagement which limits students English language learning. I also expect that students will recommend that teachers use more of their sub-cultural backgrounds in their English learning.

Cristal HEFFELFINGER-NIEVES
Universidad de Puerto Rico, Río Piedras

English, Statian, or Dutch?: Audience Design in Signage and the Media in Sint Eustatius

In this study, I explore the use and the choice of languages in various public domains, such as toponyms and street names, signs, advertisements, newspapers, and local television and radio programmes across the Caribbean island of Sint Eustatius (commonly referred to as Statia). I particularly pay attention to the presence of three varieties: (1) Dutch, the official language; (2) English, the main form spoken across the island; and (3) Statian English-lexifier Creole (ELC), the native tongue of the population. Albeit the Dutch have had a strong political presence on Statia ever since the seventeenth century, previous research has found that Dutch is considered neither the native nor the predominant variety of the majority, as it fulfils only an instrumental role in the government and in education, while English and, especially, Statian ELC are more widespread (Aceto, 2006; Faraclas, Kester & Mijts, 2013). Based on Bell's (1984) audience design framework, I investigate the extent to which the choice of language(s) in local signs and the mass media is shaped by the island's sociocultural and linguistic realities. I have gathered my data through observation, conversations with community members, and semi-formal interviews with local authorities. My analysis reveals a strong tendency towards the use of Standard English in all domains, while Dutch is restricted to some official settings, and Statian is used mainly in informal contexts. Thus, on the one hand, the minimal presence of Dutch is in correspondence with its restricted use by the overall population. On the other hand, however, the "ghettoisation" (N. Faraclas, p. c.) of Statian ELC shows no adaptation in audience design, which suggests that what is taking place is, rather, referee design. In other words, Standard English seems to represent a reference model far more prestigious than Statian, which is, in turn, associated with negative attitudes; and this reality is both reflected and reinforced in public spaces.

Audene HENRY and Daidrah SMITH
The University of the West Indies, Mona Campus
Soun Bwai Fi Ded: The Discourse Space of Jamaica's Sound System Culture

Various aspects of Jamaica's musical genres have received scholastic examination; from focus on Jamaican music in general (Hitchins 2014, Chang & Chen 1998, Lewin 2000), to discussions concerned with Reggae music (Barrow & Daltan 1997) and Dancehall culture (Cooper 2004, Stolzoff 2000, Stanley Niaah 2010). There has also been noted research on the language use in Jamaican music (Cooper 1993). Jamaica's sound system culture, a distinct "sub-culture" within its music, has received some attention as well, the most notable being Henriques' (2011) publication. The highly creative and fiercely competitive language employed by the sound system 'mic-man', however, has not been given any significant consideration, perhaps as "DJs" have risen to prominence within the Jamaican Dancehall space.

This paper explores the discourse of sound systems by focusing on the language of the 'sound-clash' – a musical battle that is fought between opposing sound systems in which the aim is to 'kill' the weakest of the competing 'sounds'. Of the important roles played by individuals on a sound system, the most significant are the sound system engineer, the selector (who chooses the records and plays them), and the 'mic-man' (the voice of the sound system – also sometimes referred to as the selector). The paper focuses on the language used by the most successful 'mic-men' of the late 1980s to the early 2000's, a period that could arguably be described as the heyday of sound clashes in Jamaica. It adopts the qualitative approach to discourse analysis that is found in the ethnography of communication as it sees discourse as reflective of larger cultural and social realities and seeks to construct meaning from behaviours within these realities.

To this end, the paper proposes that within the discourse space of sound clashes, there is interplay across: appropriate language use, the way that different themes are addressed, audience interaction and the voice of the 'mic-man'. It is argued that all successful 'mic-men' have to possess and manipulate certain key characteristics that help to shape the discursive and social practices that dominate the sound clash.

Alim HOSEIN
University of Guyana
"Like Wen Cow Buss Rope": Idioms and Language Development in Guyana

Linguistically, idioms are phrases and usages which are meant to be understood idiosyncratically rather than literally: for example, to *change yuh mout* would be literally impossible to do. In this paper, I investigate idioms in Caribbean Creole Languages (CCLs) with

particular reference to Guyanese speech, within the broader framework of analysing the contemporary directions of language change in the Caribbean.

Idioms (which Allsopp in *Festival of Guyanese Words*, 1978:185 observes, is "a vast area") have not been the focus of much research in CCLs. In fact, they are usually treated as unusual words and phrases to be included in word lists, such as in Yansen's *Random Remarks on Creolese* (1993), and Bickerton's *Guyanese Speech* (unpublished, 1970?). However, Allsopp (1978) goes on to note that idioms are "…perhaps the most notable area of difference between our Caribbean selves and other speakers of English because it represents our way of looking at life from our history and experience." This opens scope for the deeper examination of these forms of language within CCLs. Moreover, the conceptual difficulties (e.g., challenges in authentication, acceptability, interpretation, origin, deciding what is and what is not idiomatic, etc.) that Allsopp mentions in the introductory matter to his *Dictionary of Caribbean English Usage* (1996) suggest that there is need to study idioms as part of our linguistic corpus. Additionally, previous research such as Yvette Keane's (1978) cross-referencing of St Vincent Creole idioms with those of the Anglophone Caribbean shows that the study of idioms may open avenues in investigating the development of Creole languages in the Caribbean.

In this paper, I address three related matters. The first is the basic difficulty of defining what an "idiom" is, in relation to proverbs, collocations, phrasal verbs, slangs and other similar phrasal units. Secondly, I examine the challenge of identifying idioms within the complexity of CCLs, which contain elements of standard and non-standard European languages, special dialect forms from these languages, inputs from African, Amerindian and Indian languages, and creolised forms of language. These clarifications, I propose, will allow a more cogent examination of the role that idioms play within the dynamics of sociolinguistic variation in Guyanese speech, and this forms the third part of my paper. Through this investigation, I will show that idioms continue to be a vibrant part of the Guyanese language and a rich resource which supports the need for identity. I submit that the existence, use and evolution of idioms among Guyanese speakers may give clues about the dynamics of cultural identification through language, and that this in turn suggests the directions of development of the language.

Samantha JACKSON
The University of the West Indies, St Augustine Campus
Trinidadian Pre-schoolers' Personal Pronouns and Possessive Determiners

By the age of five, when children are ready to enter primary schools, their language has already been shaped by a wide range of experiences at home, in pre-school and within the wider community. The language of pre-schoolers is under-researched in the Caribbean. Information

on their repertoire would be useful for teachers, curriculum officers and policy makers who determine how children should be taught. Knowledge of pre-schoolers' language use is especially important in linguistic contexts such as that of Trinidad, where there exists, among other languages, an English Creole that is spoken by the majority of the population, alongside Trinidad and Tobago English (TTE), and many students and citizens alike struggle to differentiate between the two codes.

The Trinidadian English Creole (TrinEC) personal pronoun system differs from that of TTE in many ways. Its interaction with English pronouns has warranted investigation and although some comments have been made regarding adult speech (cf. Solomon [1998]), research has not been done to determine the personal pronoun system of Trinidadian children. This study in particular is concerned with the use of subjective case, objective case and reflexive pronouns as well as possessive determiners.

This paper reports on the results of a data collection exercise carried out among a cross-section of 75 children aged 3 to 5, from the 7 educational districts in the island of Trinidad between January and March 2014. All 75 children participated in an elicitation task, part of which was geared towards exploring their personal pronoun and possessive determiner usage. The activity was conducted once in English, and in TrinEC on a separate occasion. A subset of 26 children also participated in play sessions in order to collect natural language data. For each child, 100 utterances or as close to 100 utterances that could be collected within 30 minutes, were transcribed. The data were coded and then pronouns, within their utterances were extracted. The data were tallied and sorted for quantitative analysis using Excel spreadsheets.

Preliminary results show that preschool children's speech indeed mirrors that of adults. Participants across age groups produced a wide range of pronouns, reflecting competence in both TrinEC and TTE. This range included seemingly complex constructions such as reflexive "allyuh own self" meaning "yourselves". The data will also be analysed according to district to look for possible trends in variation. This information will be useful to local teachers and curriculum developers for entry-level primary school classes, since it provides information about child speech prior to becoming eligible for primary school entry.

Byron JONES
The University of the West Indies, St Augustine Campus

The Corpus of Jamaican Popular Music: Construction and Methodology

Since independence, the Jamaican music landscape has seen a plethora of changes, noticeable in its genres, delivery styles, rhythm and sound, topics and language use. A check of most, if not all, historical accounts of the music industry will at some point return an explanation

for and a description of the deliberate actions of different stakeholders to reinvent one or more of these areas of the music. Apart from references of Chris Blackwell effecting policies of language use for the artistes he managed, there seems to be no account of intentional changes to language use in music. Previous research on Jamaican music examine language and gender, language and power and language and the speech event in the music; just to name a few. However, few have examined language change in the music and as a result, there is little to no empirical explanation for the evident language changes that have taken place since independence. Therefore, to unearth the correlating factors of these language changes, I decided to conduct a study on the evolution of language use (patterns) in Jamaican popular music with a direct focus on the period 1962-2012.

To aid in the effective storage, retrieval and overall manipulation of the data for the study, I decided to create a corpus of Jamaican popular music. This paper serves to formally introduce the COPJAM corpus and its methodology. In doing so, the paper will (1) discuss the overall design of the corpus, (2) explain the choices made and criteria used to arrive at its content, (3) describe the verification process, (4) identify and justify the already coded variables and variants, and (5) detail the data it holds.

The paper concludes with a presentation and discussion of preliminary findings discovered after initial analysis of COJAM's data. Exemplification of such findings is that, there is a 54% to 46% relative frequency of use for English versus JC within the database. Additionally, the data hints at a systematic and somewhat hierarchical relationship existing between song themes, period, genre, delivery style and stanza, which correlate to language use over the 50 year period.

Marisol JOSEPH-HAYNES and Yolanda RIVERA-CASTILLO
Universidade de Puerto Rico, Río Piedras

The Role of Native Speakers in Determining Language Policy for Limonese Creole

In determining language policy, the state government engages government officials, private institutions and linguists as key participants. Native speakers of prestigious varieties or prestigious genetically related languages also participate even when in a limited fashion. Additionally, native speakers of vernacular varieties are systematically excluded from the process of decision-making in these cases. The reasons for this exclusionary strategies, we propose, lie on the role of the education system in society, as Althuser describes (1971:88), on […] this reproduction of the skills of labour power […]"

Moreover, even when well intentioned, language planning is not an "objective" evaluation of the need of populations for linguistic uniformity in schooling and other social domains. Luke, McHoul, and Mey (1990: 27) indicate that, while there is an appearance of linguistic objectivity, language planning "have tended to avoid directly addressing larger social and political matters within which language change, use and development, and indeed language planning itself are embedded." Given this, we propose that the decision to exclude speakers of vernacular varieties is a political one, unrelated to the linguistic properties of these lects or to the role these play in society.

In the case of Limonese Creole, there have been numerous projects, most focused on teaching “American English” in schools (Plan Nacional para los Afrodescendientes 2015-2018). Some projects promise an improvement of the social status for this language. For example, a group of government officials representing the community of Limon, is planning a constitutional amendment to the article 76, to recognize Limonese Creole as a regional Costa Rican language. On the other hand, most recently, a debate ensued in the newspaper on teaching “Mekatelyuh” versus “American English.” The writer just reproduced decade old myths about Limonese Creole (Improving English seen as one step to better job prospect for black Costa Rican). Some of the most common myths are that the language is simply a “broken” variety of the English language, or that it is not spoken anymore. These myths, which have been systematically disseminated in the case of other Creoles, are necessary to ensure that all education is conducted in non-Creoles, that speakers acquire the skills to work within a system of “standard” languages. Moreover, native speakers have a minimal or null role in the decision making for these projects.

In our presentation, we will provide a description of interviews we conducted among Limonese speakers during the summer of 2015. We will provide evidence that Limonese is actively spoken in more than one domain, and that most want to use the language in schooling. We will also show that Limonese is not simply a variety of the English language, and that speakers, despite decades of misinformation, can identify the differences. Furthermore, we will propose that questions such as “Who benefits?” and “Who decides?” must be addressed in language planning and that, when addressing those questions, native speakers of Limonese must, not only be the main discussants, but also key figures in the decision-making process.

Janice JULES
The University of the West Indies, Cave Hill Campus

The Marry of Strategies and Technology in Grammar Instruction in Foreign Language at The UWI

During the 1960s, the paradigm shift in foreign language teaching related to a focus on communicative language teaching resulted in the recognition that learners should attain competencies which enable them to demonstrate all the necessary components of communicative competence along with their realisation of linguistic competence. In this regard, informal observation reveals that lecturers in Modern Languages at The University of the West Indies Cave Hill Campus set out to make effective use of technology in the delivery of grammar instruction, to provide learners with the required linguistic adeptness. However, it is unclear to what extent the activities related to instructional technology are used along with communicative tasks to caters to the learners’ development of communicative competence. Thus, this paper seeks to examine The UWI, Cave Hill Campus’ lecturers’ awareness of the efficacy of using communicative strategies and instructional technology in grammar instruction in foreign language teaching in Spanish and French, to determine the lecturers’ perceptions of their knowledge of the application of the relevant strategies and technology in grammar instruction,

and the level of effectiveness attained from the combination of these two variables in their instructional sessions to cater to learners' permanent language-learning needs.

This piece of Applied Linguistics research utilises an Action Research design with the administering of a questionnaire comprising sixty items presented on a five-point Likert scale, ranging from *strongly disagree* (1) to *strongly agree* (5). This primary research instrument facilitates the collection of quantitative and qualitative data which are supplemented with more qualitative information from a semi-structured interview. Accordingly, a purposive sample made up of five Spanish and five French lecturers allowed the collection of both sets of data which highlight analyses of their awareness and judgement of their use of technology and communicative task-based activities during grammar instruction to enhance learners' communicative competence in use of the language. Based on the foci of the research, the four principles established by Sharma & Barrett (2007) associated with an approach to blended learning in foreign language teaching with central attention to learners' needs and pedagogical principles of communicative instructional strategies, provide the theoretical framework for the research. Therefore, the findings set out to answer the main research question, "How do foreign language instructors at The UWI Cave Hill Campus assess their awareness of the level of effectiveness attained from the use of communicative strategies and instructional technology in their grammar instructional sessions?"

The results verify the conclusion that the Spanish and French lecturers at The UWI, Cave Hill Campus exhibit a general understanding of the necessity of utilising communicative strategies and instructional technology during grammar instruction. Furthermore, there is the judgement that further analysis of lecturers' perceptions reveal that more attention should be given to the awareness of the requirement of merging the two variables to facilitate learners' consistent demonstration of lifelong language competencies.

Silvia KOUWENBERG
The University of the West Indies, Mona Campus

The Strange Absence of Amerindians in Creole Formation: The Berbice Dutch Case

This article explores the roles played by Amerindians in the contact situation in which Berbice Dutch (Guyana) (BD) was formed. An overview of the historical phases of the Dutch presence on the "Wild Coast" (exploration, development of a network of trading posts, settlement, development of a plantation-based economy), shows that Amerindians were a constant presence in the pre-formative and formative stages of BD. In fact, Amerindians initially constituted a majority of the plantation labour force. Despite this, the Amerindian contribution to this mixed Dutch-Ijo creole is solely lexical, and limited to mostly peripheral domains of the lexicon.

The paper considers the possibility that BD could have developed on the basis of a Dutch-Amerindian pidgin formed in the early plantation phase. This possibility is rejected after comparison between the (limited) number of Dutch loanwords in Arawak and their cognates in BD reveals mismatches which can only be explained by separate development.

A detailed discussion of BD Arawak-origin vocabulary shows that it has the following characteristics:

• Nouns designating local trees and shrubs, birds, insects, and other elements of the natural environment account for two thirds of the forms.

• The remainder include nouns which denote basketry, arrows and other traditional objects; spirits and spiritual concept; indigenous foods or drinks; kinship and address terms; forms pertaining to the human body (shinbone, boil, eye matter).

• At least half of the eighty lexical words of uncertain origin are also likely to be of Arawak origin, including 27 forms designating local flora and fauna and 10 referring to indigenous items or cultural elements. Their uncertain attribution reflects the incomplete documentation of the Arawak language.

The predominance of nouns in Arawak-origin lexicon and their presence in peripheral and culturally specific semantic domains is in line with the normal expectations of borrowing, and it is possible that many of these forms constitute post-formative additions.

In short, despite their constant and numerically significant presence in the early Dutch plantation society of Berbice, Amerindians did not contribute significantly to BD genesis. This finding shows that numerical presence “at the right time” is not sufficient to determine the role of particular groups of speakers in linguistic creolisation. The position of Amerindians in the plantation structure and the impact of the presence of Arawak speaking communities in the vicinity of the plantations are considered as possible explanations of this baffling finding.

Lily KWOK, Rehana OMARDEEN and Ben BRAITHWAITE
The University of the West Indies, St Augustine Campus

Sign language in South Rupununi, Guyana

This paper provides an initial description of a previously undescribed signed language used by deaf and hearing people living in several Wapishana villages in the southern Rupununi Savannah, Guyana. Several rural sign languages have been described in the Caribbean, including those in Kajana (Suriname), St Elizabeth (Jamaica), Providence Island (Colombia) and Grand Cayman (Cayman Islands). Very little has been published about the sign language situation in Guyana. The purpose of the research, therefore, was to establish how deaf people in South Rupununi communicate with each other, and with their hearing family, friends and neighbours. By gathering this information, we hoped to raise awareness of the needs of deaf people, and to help to create a better understanding of their language. This in turn could be used to provide better educational opportunities for deaf children, and greater social inclusion for all deaf people.

Research took place over two trips, with the assistance of a guide. The southern Rupununi is populated primarily by Wapishana villages, spread across the savannah south of Lethem. Deafness is quite common, apparently as a result of genetic factors, and deaf people are spread across at least seven different villages. There is contact between deaf people in different villages, and an indigenous sign language is used both among deaf people, and between deaf people and their hearing communities.

Eleven deaf people were identified throughout the area. The researchers devised their own elicitation materials by photographing local materials, ranging from flora and fauna to everyday objects. With each participant's permission, we recorded them signing the concept for each picture prompt. We also recorded naturalistic conversation of various forms: 1. Signing between two deaf individuals; 2. Signing between a hearing individual and a deaf individual; and 3. Signing between a deaf individual and one of the researchers.

Lexical comparisons revealed significant similarity between deaf signers in different villages. There was also evidence of morphological structure, through the use of compounding. Other initial observations include: a consistent preference for Subject before Verb word order; utterance-final negation; and the use of name signs. As in other rural sign languages, including Kajana Sign Language, locations, such as neighbouring villages, are identified using pointing. The language seems to have developed a proximal – distal distinction in its deictic system. Signers also make use of a form of fingerspelling in which letters are traced on the signer's hand or forearm.

There is great potential for further work to be done with South Rupununi Sign Language. Language documentation efforts could produce tools, such as dictionaries, to enhance education for deaf children in the region. Additionally, the existing sign language may be a crucial and culturally relevant tool for use in the education of deaf people locally, and possibly preferable to importing a foreign system to serve the same purpose. The importation of foreign signed languages poses the risk of eroding this indigenous language of south Rupununi, and by extension, the unique culture and history embedded within it.

Jorge Antonio LEONI DE LEÓN
Universidad de Costa Rica

Diccionario de términos gastronómicos de Costa Rica

Costa Rica cuenta con, cuando menos, tres zonas gastronómicas bien diferenciadas: el Caribe, Guanacaste (zona del Pacífico) y el Valle Central. Aunque no cabe duda de que también es posible establecer tradiciones culinarias a partir de influencias culturales específicas, como, por ejemplo, la cocina china o la indígena, el criterio geográfico fue mantenido, entre otras razones, porque es preferido por la población en general para referirse a los varios tipos de comida en el país y porque las publicaciones en las cuales basamos nuestro corpus lo utiliza en primera instancia. Ahora bien, el propósito de nuestra investigación fue levantar un inventario de las recetas y de los ingredientes empleados en la cocina costarricense, con el fin de clasificarlos, definirlos y relacionarlos con la tradición gastronómica caribeña, en particular con la de influencia inglesa. En este sentido, la primera etapa del trabajo consistió en crear tres corpus de recetas, uno para cada región, a partir de publicaciones reconocidas, entre las cuales cabe citar Álvarez (2007a, 2007b, 2008, 2009), Aragón (2003), González (2014), Pardo (2003), Ross (2003) y Sedó (2008). Luego, gracias a un programa computacional especialmente creado para esta trabajo, llamado Gastronomias, pm, extrajimos automáticamente los ingredientes y los nombres de recetas. Esto arrojó 406 recetas del Caribe, 3O1 del Valle Central, 147 de Guanacaste, para un total de 854 recetas; en cuanto a los ingredientes, obtuvimos un total de

515 para las tres regiones. Es necesario tomar en cuenta que muchos ingredientes son compartidos, como el arroz, el pollo o la sal. El proceso de clasificación produjo como resultado una ontología meronímica (relación parte-todo), descrita en otra ocasión. Para la descripción y la relación del inventario obtenido con la tradición gastronómica caribeña tradujimos al inglés cada término, cuando fuera posible, recurriendo a varias obras lexicográficas reconocidas, en particular Allsopp (2003). Sin embargo, este procedimiento pronto mostró sus límites por lo que debimos utilizar otras obras lexicográficas, que también resultaron insuficientes. De ahí que fuera necesario identificar el nombre científico de varios ingredientes y de efectuar una serie de consultas a Wikipedia para explotar el hecho de que dicha enciclopedia colaborativa ya cuenta con la traducción de términos a varias lenguas; por ejemplo, este procedimiento fue utilizado para "piangua" o "chucheca", cuyo nombre científico es "anadara tuberculosa", con la cual se cocina un tipo de ceviche. Para compensar el hecho de que Wikipedia no es una publicación científica revisada por pares, y debido a que solo recurríamos a ella en caso de última necesidad, efectuamos una valoración por medio de asesores lingüísticos de habla inglesa estándar y del inglés limonense. Cuando ni siquiera fue posible obtener una relación de uno a uno para un término, entonces redactamos una definición lexicográfica en inglés; método empleado para los nombres de varias recetas. Cabe señalar que en esta primera etapa fueron excluidos los postres y las bebidas. Nuestro método permitió identificar los términos gastronómicos ausentes entre regiones.

Jenny LOZANO-COSME
Universidad de Puerto Rico, Río Piedras

Perceptual Dialectology in the SSS Islands of the Northeastern Caribbean

The northeastern Caribbean islands of St Eustatius, Saba and St Maarten (also known as the Dutch Windwards or the SSS Islands) have been virtually ignored by sociolinguists. Even though the Netherlands has been the major colonial power on these islands from the 17th century onward, the language of the vast majority of the population has never been Dutch, but instead varieties of English and English-lexifier Creole. With Dutch as the official language of administration, a diglossic situation has emerged. In this presentation, I will report on the preliminary findings from an ongoing study that I am conducting on the SSS Islands within the framework of perceptual dialectology. During a fieldwork visit to St Eustatius in May of 2015, I collected data using instruments designed according to Dennis Preston's five-point method, which include two map-tasks and questions on degrees of difference and correctness/pleasantness of varieties spoken on the three islands. These same instruments will also be used to gather data in St. Maarten and Saba. The aim of this project is to reveal SSS islanders' attitudes, perceptions and beliefs about the varieties they speak in terms of geography, society, and ideology.

Julianne MAHER
University of Pittsburgh

Progressives in St Barth Creole and St. Barth Patois: Similarities and Differences

Progressives in St Barth Creole and St Barth Patois: Similarities and Differences Interest in the origins of creoles in the French Caribbean leads to a study of the variety of French spoken on the western end of the tiny island of St Barth, called Patois (SBP) by its native speakers. Corne 1999 identified SBP as the only extant example of 17th century colonial French in the Caribbean , thus a potential contributor to the development of Creole. Oddly enough, SBP has coexisted on the island for 250 years with a variety of French Antillean Creole called St. Barth Creole (SBC). The two languages are quite distinct (Calvet & Chaudenson 1989) but the island has virtually no Patois/Creole bilinguals. Both languages are aspect-prominent, but the influence of the one on the other is not altogether clear.

Creole came to St. Barth from St. Vincent. After a number of punishing English raids, 100 St. Barths left their island for Martinique in 1744; finding no available land there, they went on, with many Martiniquais, to St. Vincent. For more than 20 years they raised sugar, bought slaves, raised children and learned Creole. The end of the Seven Years War brought the English in possession of St. Vincent and many St. Barths returning to their island. They settled in the eastern end of the island with their families and slaves, continuing their agricultural and animal husbandry pursuits as well as their use of Creole. But they never mixed with the Patois-speaking fishermen on the western part of the island.

Although distinct, SBC and SBP share some features. SBP has a unique progressive construction not found in any other French vernacular (Maher 2013). It expresses both progressive and durative aspect, exists in present, past and future tenses, is used only with non-stative verbs and follows the pattern: NP + [ɛt] + TNS + [ki] + VP. Example: *On est ki vien pou li*. Gloss: We are coming for him. A comparable SBC construction: *Nou ka vini pou li* uses the creole pre-verbal particle [ka] to express a similar idea. In SBC the [ka] particle frequently combines with the particle [te] to express habitual past action. *Mwen te ka pwan le hou*. Gloss: I used to use the hoe. However, the SBP progressive with [ki] cannot mean habitual action.

This paper examines the differences between expressions of progressive aspect in SBP and SBC to determine whether SBP has given rise to Creole [ka] or whether Creole influence has fostered the development of the unique progressive construction in SBP. In either case, such influences will raise new questions about Creole development in the French Caribbean.

Julie MALCOLM and Hubert DEVONISH
The University of the West Indies, Mona Campus
The Powerless Speak Back: Assertive Creole Language Use in a Dissolving Diglossia

Huana MARTÍNEZ and Uahtibili BAEZ
AfroCaribbean Research Group

El hablar en lechi di poti y el discurso sobre la identidad en Puerto Rico: Conección maya-boricua

Se ha afirmado que la cultura aborigen de Puerto Rico (Borikén) no pudo sobrevivir a la Conquista Española. Y que dicha cultura y su lengua es "taina", y de origen arahuaco o suramericano. Sin embargo, el Sr. Aurelio Tió (1983) afirmó que el estudio de los orígenes de dicha lengua es un "campo poco trillado entre los filólogos en Puerto Rico". Investigaciones lingüísticas e históricas, realizadas por el antropólogo y lingüista Oscar Lamourt Valentín, han expuesto una relación de los indígenas de Puerto Rico y de su lengua con los mayas, particularmente con los yucatecos. Los trabajos investigativos y el discurso de indígenas del Movimiento CanXibalo (Jibaro) Boricua (MOVIJIBO), han logrado un comienzo hacia el reconocimiento de la sobrevivencia indígena y de la conección mayaboricua. Algunos estudiosos sobre el tema ya están afirmando la sobrevivencia indígena y la relación maya-boricua (J. M. Delgado, 2007; R. Martínez, 2013; T. Castanha, 2014; K. Harrison, 2015). Esta ponencia muestra un análisis sociocultural y etimológico de voces reconocidas como indígenas, y otras por reconocer en el ámbito académico. Entre las voces analizadas están: CaUahNa, cuya inversión es Anauac, deidad mexicana; comehen, ua, cano, hamaca (am.ac.a), tajo (tah.o), janpea (han.pe.a), compai (Coh.pai), jabao (hab.hau), etc. Las cientos de voces analizadas mostraron presentar elementos hallados en la lengua maya yucateca. Voces clasificadas como de origen español o africano, también fueron analizadas y mostraron etimología maya, ejemplo; Sancocho (Tsam.kol.chuk), palabra común al inglés y al creole de Trinidad y Tobago (sancoche). Este trabajo servirá de ayuda al análisis de la lingüística caribeña y a los estudios sobre lenguas creoles del Caribe.

Novelette McLEAN FRANCIS
The University of the West Indies, Mona Campus

Language Policy Development in Progress: An Insider's Snapshot

This paper, aimed at presenting the main finding on what drives language policy, reports on an aspect of the data collection process conducted through the use of the methodology of the Participant Observer. It is part of a larger research which traces the development of language policy in Jamaica from 1962 to the present, with a distinct emphasis on how perspectives and ideology impact policy.

It focuses on the outcomes of three (3) meetings which directly /indirectly address matters of Creole use in the education system. The process involves the collection of notes of positions/decisions taken at these meetings, as well as records of the bases for these decisions.

The data collected are analysed in relation to three strands: decision-making based on the official evidenced- based policy; decision-making based on the interpretation of existing policy and decision-making based on personal opinions.

The preliminary finding is that personal opinions matter as regards their impact on language policy. While evidenced–based policy decisions, as well as those based on the interpretation of said policy, have their place in the meetings, it is clearly the personal opinions which supersede in this context.

The finding is supported by LePage & Tabouret- Keller (1986) who note that language attitudes are often revealed through 'speech acts' or 'acts of identity' and that these acts could impact different levels of society, including the state or national level.

Helean McPHEE
College of the Bahamas

Language Planning in the Education System of The Bahamas

This paper presents findings of a preliminary investigation into language planning in the education system of The Bahamas. For number of years, linguists in The Bahamas have proposed that the government give more attention to language planning on the basis that what is commonly referred to as Bahamian Dialect is really a Creole language, distinct from Standard English. To date, the government has paid little attention to this advice and arguably as a result, successive administrations have made excuses for the poor results obtained by students in English Language examinations and other core subjects. In 2010, the Director of Education said, "The subjects we have been most concerned with are the maths and English language...These have perennially been problem subjects for us and we have been working very hard to ensure that the problems that we are confronted with, that we deal with them in terms of our instructional programs every year" (Rolle, 2011). In 2012, the Minister of Education admitted in a press conference: "We accept that reading, grammar and mathematics are weak and we know we have to create a stronger foundation" (Thompson, 2012). While the government has taken steps to improve the education system, for example, in 2010, specialist teachers from England were hired to "improve the literacy… skills" of students (Thompson, 2009) and some teachers have been trained in ESL to accommodate schools with large immigrant populations, arguably, these temporary measures have not addressed a root cause of poor literacy skills – inadequate language planning. This paper presents an overview of language planning in The Bahamas, paying particular attention to language arts curricula. It reveals that to date, only 5 out of 94 primary schools and 1 out of 7 senior high schools have conducted ESL pilot programmes. It recommends that given the creole status of Bahamian Dialect and the unsatisfactory examination results in English language for over a decade, English should be taught as a second language in all Bahamian schools, especially at primary level.

Philipp MEER and Eva CANAN HÄNSEL
Westfälische Wilhelms-Universität Münster

Attitudes towards Standard Accents in the Education Context in the Anglophone Caribbean

In multivarietal societies such as those of the English-official Anglophone Caribbean, Standard English is often "associated with specific domains of use" (Deuber & Leung 2013: 290) such as news media, education, or certain business environments. Studies focusing on these domains have detected evidence on a structural level for emerging endonormative standards (e.g., Irvine 2004, 2008; Mair 20O2, 2009; Leung 2013; Deuber 2010). While it is not clear whether these standards are developing towards national standards or rather towards a shared Caribbean norm (Bruckmaier & Hackert 2011; Deuber 2013), it has been noted that local usage as well as British and American English are of importance in this process of norm-development (Mair 2006). This interplay of different varieties generates a situation in which different standard varieties might be considered appropriate in different domains of standard use. So far, attitude studies on Standard English in the Caribbean have focused on the domain of the news media. Accent rating studies from Trinidad and from Jamaica have revealed that endonormative and exonormative orientations co-exist in newscasts, while a strong Creole influence is stigmatised in this context (Deuber & Leung 2013; Westphal 2015).

The present study sets out to shed a first light on the norm-orientation in a different domain of standard use, namely the education context. While the news media are particularly open to global influences, norm-orientation in the education context might be more local (Deuber & Leung 2013: 289; 311). Moreover, more than in the news context, it is important to also concentrate on 'solidarity' traits such as friendliness and trustworthiness in addition to 'status' traits such as standardness and competence as evaluations of teachers might differ in these two dimensions. Overall, the study focuses on the following research questions: (1) To what extent are endonormative and exonormative accents accepted in the education context? (2) Are certain accents rated higher for 'status' and others for 'solidarity' traits? (3) Do people from different Caribbean countries evaluate the teachers differently or can similar tendencies be observed?

The research questions are addressed by means of an online survey-based accent rating study which is contextualised in the education context. In this study, respondents from the Anglophone Caribbean listen to sound samples of six teachers (two Trinidadians, two Grenadians, one US-American, one British) who are giving advice on how to give a presentation. The accents of the Caribbean teachers differ in the degree of Creole features used. The participants rate these teachers on six-point scales according to 17 items relating to standardness and appropriateness in the education context. Different statistical analyses reveal whether certain varieties are rated higher for certain dimensions and identify the effect of the country of origin on the ratings.

The study is currently being conducted via the internet. The results will shed light on the dynamics of endonormative and exonormative standards in the education context in the Anglophone Caribbean and will provide further evidence for either shared Caribbean tendencies or for individual national developments.

Trecel MESSAM-JOHNSON
The University of the West Indies, Mona Campus

English, Papiamentu and Jamaican Creole:
The Intermingling Grammars in the Attrition of Jamaican Creole

Language attrition has been defined as a gradual process in which there is a reduction in one's ability to function proficiently in his/her L1. In this process of language loss, the changes that occur have been attributed to the reduction in the number of domains that require the use of the L1, a reduction in L1 input and influence from an L2.

Changes that occur as a result of an intrusive L2 have been classified as being externally induced. The implication here is that there is an intermingling of grammars in the mind of the L2 user, which results in the languages in contact interfacing with each other. Cook (1991, 20O2) uses the term 'multi-competence' to refer to this context, 'the knowledge of more than one language in the same mind'. These languages are said to exist in a state of competition for dominance in the mind of the L2 user. According to Cook, the languages in contact will not be completely separated or completely integrated. Rather, there will be an interconnection of the two. This may form the pretext of language attrition.

Against this background, in an investigation of the L1 attrition of Jamaican Creole in a Papiamentu-dominant environment, it was expected that Papiamentu would have had an influence on Jamaican Creole spoken by Jamaican immigrants to Curaçao. Data from 20 Jamaican natives residing in Curaçao were collected through natural use, clinical elicitation, experimental elicitation, metalinguistic judgements and self-reporting. Their speech were analysed to identify recurring instances of structures that deviated from Jamaican Creole spoken by the natives of the home country. Papiamentu and English, the languages with which Jamaican Creole was in contact, were then examined with the aim of identifying the possible source(s) of influence for the deviations that were occurring in the speech of the research subjects.

Results showed that the attrition of Jamaican Creole may be evidenced at the level of the Determiner Phrase, the Verb Phrase and the Sentence and that at all three levels, Papiamentu and English influenced changes occurred. In this paper, I present evidence of language attrition in Jamaican Creole, thereby highlighting vulnerable features of the grammar and provide justification for the influence that English and Papiamentu may have had on the attrition process. Knowledge of the vulnerable features of the grammar may aid the L2 learner, who wishes to maintain optimal functionality in his or her first language, by highlighting those areas in which primary efforts at maintenance must be placed.

Bettina MIGGE
University College Dublin
Matawai and the (Other) Creoles of Suriname

Matawai and the (other) Creoles of Suriname The creoles of Suriname have figured prominently in research on creole languages. However, one of them, Matawai, has to date remained completely under-researched. The only published linguistic data consists of a set of examples provided in Hancock's (1987) overview comparison of Atlantic Creoles. As a result we know very little about its nature and its relationship to the other creoles of Suriname. This paper makes a step towards addressing these lacunae.

The first part of the paper summarises the relevant socio-historical information on the emergence and development of the Matawai community. The discussion suggests that during the initial years, the Matawai community was in close contact with the Saamaka community. However, since the mid 19th century they have developed separately and Matawai has been in contact with the other creoles of Suriname, particularly Kwinti and Sranantongo, but also varieties of the Eastern Maroon Creoles. This has given rise to patterns of regional linguistic variation recognised by the local population. Today, Matawai is in many ways an endangered language because many of its speakers are resident in Suriname's and the Netherland's urban centres where they regularly use other languages and levels of language transmission are fairly low. In the depopulated villages along the Saramacca River Matawai still functions as the main means of communication.

Drawing on recordings from 2013 and the 1970s and contrasting it with what is known about the other creoles of Suriname, the second part of the presentation will examine selected areas of grammar in order to assess the place of Matawai among its sister languages and its development. It will examine evidence from the copula domain, TMA markers and complementation. The paper shows that despite close lexical similarities between Saamaka and Matawai, Matawai does not always pattern with Saamaka with respect to its structural features. Matawai patterns with the other creoles of Suriname in that it employs the copular morpheme na instead of da for nominal and possessive predication. It also uses a separate future marker and also makes use of modality elements that are not typically associated with Saamaka. Finally, in the area of complementation elements typically associated with Saamaka and those associated with the other creoles of Suriname co-exist.

In summary, the paper argues that Matawai is closely aligned with Saamaka but is not identical to it. The diachronic data shows that some of the innovative features emerged only relatively recently while others are under pressure from features used among the other creoles of Suriname. This suggests that contact-induced language change did not only play an important role in the emergence of Matawai (and the other creoles of Suriname) but also affects its current development. However, the latter developments are due to increased contact with its sister languages.

Elizabeth MONTOYA-STEMANN
The University of the West Indies, Mona Campus

Jamaican Students' Confidence, Linguistic Background and Oral Performance in Standard English

This paper reports on research into the ability of students at the School of Drama of the Edna Manley College of the Visual and Performing Arts in Kingston Jamaica to perform a poetical text written in Standard English (SE). The present study analyses the correlations between the student performers' self-reported levels of confidence in SE, their assessed oral performance of the poem, and their sociolinguistic and educational backgrounds.

The data for the paper are drawn from a questionnaire completed by 47 students about their linguistic background and their level of confidence in speaking and performing in Jamaican Creole and SE, and from the students' oral performance of a SE poem assessed by independent consultants.

Students' overall oral performance obtained values that do not surpass acceptable levels. There is no clear pattern of improvement of the students' performance skills or of their levels of confidence through the years in the School of Drama programme.

The analysis found that the sociolinguistic and educational background and the exposure to the standard are linked to the students' level of confidence. The explanations for their self-reported level of confidence revealed a relationship with the standard based on technical skills but not on skills that empower them to interpret the meaning of the text. This external relationship with the standard prevents them from developing a satisfactory level of language performance.

Susanne MÜHLEISEN
Universität Bayreuth

Second Person Plural Pronouns in Caribbean Creoles: Cognitive and Pragmatic Approaches

Caribbean Englishes and English-lexicon Creoles have second-person singular/plural pronominal distinctions which present-day standard English do not have. Since the plural form in Caribbean Creoles (*all-yuh, unu*, etc.) is neither used for obligatory plural marking nor as a honorific, this distinction has so far been seen as insignificant and little or no research has been devoted to systematically investigating their functions and uses. Based on empirical research - analysis of discourse completion tests and questionnaires, this paper will address questions of the cognitive mental representations of 2Pl forms as well as their possible pragmatic strategic meaning (cf. Mühleisen 2011). Special focus will be placed on the comparison of 2PL data from Eastern Caribbean countries (Trinidad, Guyana) with forms of *all-yuh* and Western Caribbean forms of *unu*.

Regina MUSSELMAN DE PÉREZ
Pearson

Codeswitching as Hybrid Linguistic Identity among On-Island Puerto Rican Professionals

This sociolinguistic and ethnographic study centres on the codeswitching behaviour of six Puerto Rican professionals in everyday, casual conversations at work. Five of the six professionals consider English as their dominant language of choice, as a result of socialisation, education and employment. This stylistic vaivén (coming and going) of Spanish and English (Zentella 1997) can be considered an identity marker that distinguishes them from their co-workers. It is best informed by social, cultural and psychological factors which contribute to the construction of a hybrid identity, a contextual entity that is partially fluid and partially solid (Sandset 2011). The study is based on ethnographic interviews, observations, and an account of speakers' socio-cultural realities. It also offers a detailed account of the speakers' English learning experiences as a strong contributing factor to code-switching behavior. The expectation was that the stylistic vaivén would parallel earlier geographic vaivén between the U.S.A. and Puerto Rico during their childhood as well as adulthood. It was found that, in addition to the geographic mobility, code-switching is a result of very strong ties to English as well as positive attitudes towards speaking English, in spite of living in Puerto Rico, where Spanish has resisted for many years. The psychological factors resulted as the strongest contribution to the construction of a hybrid linguistic identity.

Sandra NAJAC
Université de Saint-Boniface

Shondel NERO and Lillian STEVENS
NYU

Analysing Students' Writing in the Jamaican Creole Context: An Ecological and Functional Approach

Over the past thirty years, many studies of linguistic minorities' academic writing at the elementary or secondary level have been conducted in contexts where English is the dominant language. These studies have employed either a linguistic (contrastive analysis), functional, based on Halliday's (1994) systemic functional linguistics (SFL), or sociocultural perspective. However, to date, no study has employed a functional approach to examine language and literacy practices of English Creole speakers in English-lexified Creole contexts such as Jamaica, where English is the official language and medium of education, but is "neither a native nor a foreign language" (Craig, 2006) for the majority of the population.

This paper, based on a nine-month long critical ethnographic study, addresses the gap in the literature by using a functional approach to examine 5th, 6th, and 9th grade students' academic writing in three Jamaican schools. Situating our study within an ecological framework

(Van Lier, 2004), defined as the dynamic interrelationship between individuals and their surroundings, we argue that writing practices in Jamaican schools must be understood within the larger context of Jamaica as a postcolonial society, manifested in sharp social stratification, especially in schools. This context (re)produces different types of language and literacy ecologies (Barton, 2007) in various schools. The study therefore poses two questions: (1) How are ecologies of language and literacy constructed in different types of Jamaican schools? (2) What are the salient features of students' academic writing from a systemic functional perspective?

Data collection consisted of interviews with English language arts teachers and school principals; classroom observation field notes; instructional materials; curriculum documents; and selected writing samples of a representative range of focal students along with the corresponding writing assignments. To address research question 1, thematic analysis of interview data, field notes, instructional materials, and curriculum documents were conducted to develop a picture of how ecologies of language and literacy are constructed in different Jamaican schools. For question 2, we analysed three samples of each focal student's writing using an adaptation of Schleppergrell & Ho's (2007) functional analysis chart based on Halliday's SFL framework, adding a creole component to account for possible creole influence in students' writing. We then conducted cross-case analyses among students on the same writing assignments, followed by comparative analyses across the schools.

Findings reveal ecologies of language and literacy are constructed in Jamaican schools around the interrelationships among three factors, which are all permeated by language attitudes: (1) the socioeconomic background and language practices of the majority of students and teachers at each school; (2) the structural and social organisation of the schools; and (3) the language demands of the curriculum where national standardised exams drive instructional practices. Functional analyses of students' writing samples revealed a wide range in their length and syntactic complexity, based on the language and literacy practices of individual students, including their relative use or not of Jamaican Creole; the nature of in-class writing assignments; and the influence of examination-driven linguistic prescriptions. Recommendations for stakeholders with respect to school organisation and writing instruction are provided.

Joyce PEREIRA
University of Aruba

Language Activism for Language Awareness in Aruba

This paper explores some data of a research done on phenomena of change in language relations in Aruba which can lead to an unexpected death of the vernacular Papiamento, and emphasizes as a consequence the need for action.

The research shows that in Aruba language activism has become an important tool in the development of a just language policy. Although Papiamento seemingly is not endangered or threatened according to the UNESCO criteria, the fact is that it is still discriminated: it is still only barely tolerated in the educational and judicial system while it is an official language. This

discrimination has far-reaching consequences which are very difficult to reverse if nothing happens soon.

In this research, the overall use of Papiamento and the proficiency in Papiamento are studied, by analysing oral and written texts. What can be noticed are an extreme loss of vocabulary, violations of grammatical rules, code-mixing and code-switching with Dutch and English in an excessive form, the use of English instead of Papiamento while addressing the Aruban community in public settings and a lack of knowledge of one's own history and literature etc.

Some examples of change and loss

Non-grammatical use of the plural:
Dutch: *Ik heb **veel** boek**en** gelezen*.
English: *I have read **many** book**s***.
Papiamento: *Mi a lesa **hopi** buki**nan***,* instead of *Mi a lesa **hopi buki***, without the plural marker.

The use of the impersonal pronoun as subject which does not exist in Papiamento:
Dutch: ***Het** is belangrijk te weten, dat ….*
English: ***It** is important to know that*
Papiamento: ***E***ta importante pa sa, … instead of: **Ta** importante pa sa ...*

Papiamento words and expressions replaced by English and Dutch:
*Mi ta **wonder** con e **vergadering** a bay*. instead of: *Mi **tin gana di sa** con e **reunion** a bay*.

It is obvious that the lack of education in this area urgently needs to be remedied to prevent the worse. Aruban governments have not been very proactive in this area, perhaps out of fear of losing supporters, perhaps because of the lack of theoretical and practical knowledge. Just a communications office at the Department of Education is not enough and waiting on other government initiatives is thus not "sustainable" either. Therefore the establishment of an independent Language Institute that can design and execute a national language policy is a priority.

The conclusion can be drawn that language awareness is on a very low level in Aruba, especially at the political level. For this reason, the fourth area of the LPP, the Prestige and Image planning, is essential. Promotional and informational activities with a focus on the community and its awareness, mentality and attitude are vital to the preservation and development of Papiamento. Community groups have already started to take action and are doing this with notable success despite the absence of substantial government support.

Ian ROBERTSON
The University of the West Indies, St Augustine Campus
Language and Socialisation among the Syrian-Lebanese Community in Trinidad

The Syrian-Lebanese community represents the most significant group of twentieth century migrants to the Caribbean in general, and to Trinidad in particular. The emergence of this community within a new linguistic context required its members to make significant adjustments to their social interaction, educational, and language practices in order to be properly integrated into the new matrix culture. The experiences and linguistic behaviours of this community have not yet been the subject of linguistic study. This presentation examines data from a series of interviews with conveniently selected sections of the community in order to give a preliminary linguistic profile of the community. It specifically looks at the levels of linguistic competence in the relevant range of languages and attempts to provide specific indicators of the critical factors influencing the fates of the languages. The paper further attempts to account for the levels of competence displayed across generations and/or gender levels.

Carlos RODRÍGUEZ-IGLESIAS
Universidad de Puerto Rico, Río Piedras
Attestations of Diagnostic Features in Western Caribbean Coastland Creoles

Comparative work on English-lexifier Creoles has traditionally established a division between Eastern and Western Caribbean varieties, not only on geographical and historical grounds, but also on the basis of lexico-semantic items, phonological properties and syntactic structures. Avram (2015) takes a critical look at the validity of some of the diagnostic features that have been used to draw the isogloss between Eastern and Western Creoles; however, he uses Jamaican as the sole representative of the Western Caribbean group, assuming the island to have been the center of diffusion for the Central American coast (as per Holm 1989). The present study expands on Avram's work by extending the comparison of diagnostic features to the rest of the so-called Western Caribbean group, including the varieties spoken in Providencia, the Miskito Coast, the Bay Islands, Belize, Panama, and Limón. Following Avram, we adopt the statistical feature-based approach put forth by Baker and Huber (20O1), with the goal of "yielding valuable insights into the development and interrelationships" among the Creole languages of the Caribbean.

Ivan ROKSANDIC
University of Winnipeg
An Underused Resource: The Relevance of Indigenous Toponomastics in the Western Caribbean

Toponyms form a distinct subset of lexical inventory of any language and play an important part in the culture of its speakers; as a result, toponomastic studies can unearth a wealth of significant information on several different levels. One interesting aspect of toponymy in the

Western Caribbean is that a substantial portion of it consists of indigenous place names, in spite of the fact that none of the languages present on the islands prior to European arrival is still spoken there today. Clearly, the corpus of pre-Columbian toponyms in the region represents a store of potential answers – or at least hints – to numerous questions about Caribbean past(s). Nonetheless, this corpus remains understudied: although a number of comprehensive works has been devoted to collecting place names on individual islands, far fewer analytic studies have been accomplished so far. While an important majority of indigenous place names are Taíno (Island Arawak), as it was both the dominant language and lingua franca in the region at the time of the initial contact, a number of toponyms display characteristics that are difficult to interpret as such. Identifying areal sets of place names which display recurrent non-Arawak structures, systematic analysis of their morphophonological and lexical characteristics, and their comparison with the linguistic features of relevant language families spoken in the contiguous continental regions can make a significant contribution to our understanding of population groups on the islands in the pre-contact period and of the sources and routes of early migratory movements in the Western Caribbean. In that context, especially interesting are Warao and Chibchan connections. Ciboney Taíno, a dialect of Taíno which – according to Spanish chroniclers of the 16th century – was spoken in the central portion of the island of Cuba, is poorly understood as our knowledge of it is based on only a handful of recorded word forms and place names. However, they do bear a clear similarity with the Warao language. Such evidence can be interpreted either as a consequence of early mutual contacts, borrowings and influences between Arawak and Warao language groups, or by postulating that Warao was the language substrate of Ciboney Taíno, that Warao speakers moved into the Greater Antilles some 1,500 years before the Island Arawak migrations, and that their culture was subsequently fundamentally changed through Taíno political and cultural dominance. On the other hand, several toponyms from western Cuba, primarily from the Pinar del Río and Havana provinces, display morphophonological characteristics that are unusual for Island Arawak and that can be linked to Chibchan language family spoken in the Isthmo-Colombian region. In other words, those toponyms can be interpreted as vestiges of early Chibchan migrants from Lower Central America. This study is an attempt to identify the morphophonological structures that characterise those two areal sets of non-Arawakan toponyms in Cuba.

Marco SCHAUMLOEFFEL
The University of the West Indies, Cave Hill Campus
Considerations on Reciprocity and Reflexivity in Papiamentu

The Ibero-Romance clitic pronouns were not incorporated into Papiamentu (PA). Instead, PA has today several different possibilities to form reflexives, which replaced the Ibero-Romance clitics: *paña* ‘cloth’, *kurpa* ‘body’, null reflexive, possessive + *kurpa*, object pronoun, object pronoun + *mes* < Portuguese *mesmo* ‘self’, and possessive pronoun + *mes* (cf. Muysken 1993:286). At least two other strategies of reflexivisation or quasi-reflexivisation are not discussed by Muysken: the use of *kabes* ‘head’ and of the reciprocal *otro* ‘other’. While some of those types of reflexives are a common strategy of reflexivisation in several Creole languages

(Muysken and Smith 1994:271-288), some of them can also be found in other Portuguese-based Creoles. Therefore, this might indicate that there is a linguistic link between PA and those Creoles when it comes to the realisation of this category of function words.

The aim of this presentation is to ponder on how specifically the reflexives with *kurpa*, possessive + *kurpa*, *kabes*, *otro* and *mes* are realised in PA and compare them to their equivalents in other Portuguese and Spanish-based Creoles in order to establish if there are linguistic ties that connect PA to them when it comes to reflexivity.

Reflexives with *kurpa* and possessive + *kurpa* are also found in the Guinea Bissau and Casamance Portuguese Creoles (GBC), which in turn are usually correlated with a Kwa/Bantu substrate (Jacobs 2012:130-131), but are also present in Asian creoles like Papiá Kristang (PK) and Zamboangueño (Holm 2000:225). Reflexives or quasi-reflexives can also be formed with PA *kabes*, which also encounters equivalents in GBC, Cape Verdean Portuguese-based creoles and PK. Another shared feature of PA with GBC and PK is the use of 'other' to express reciprocity, whereas a similar syntax for PA mes can also be found in the Cape Verdean creole of São Vicente, in Principense and in PK.

Interestingly, the analysis of the available data always points towards the same direction, since the current realisation of reflexivity in PA seems to be etymologically, and sometimes even through its grammatical functions, linked to other Portuguese-based creoles and to Portuguese, rather than to Spanish or Spanish-based creoles. Holm raised two possibilities for the presence of a reflexive with 'body' in Asian creoles, which also can be extended to the other reflexives mentioned above: that they either spread by diffusion or arose independently through the influence of other substrate languages (2000:225). Based on their similar realisation, especially in PK, the former rather seems to be the case.

Havenol SCHRENK
The University of the West Indies, Mona Campus

The Iconic Nature of Rasta Talk and Its Basis in Rasta Ideology

"It was the 23rd Day of June-Truth, 1892, in the providence of Somalia,
a child was born of David's line. And he was crowned the King of Kings."
(Rastafari song, rendition by I-Yah John (cf. Schrenk, 2015))

Rasta Talk is a deliberate creation established in the Jamaica in the early 1940s by the cultural group commonly known as Rastafarians or Rastas. This is an attempt to divert from English which Rastafarians consider to be a perpetuated tool of colonialism. Rastafarians distrust English, believing that word is power, through sound and further, that the English language seeks not to ascribe power to its users, or more accurately its unsuspecting colonial charges, but rather to diminish it. The statement by Ras Bongo Shephan: "*Mon haffa look ina word-sound feh know certain thing. Is de sound reveal itself – challen-jah*!" [pronouncing the name "Challenger"] (Homiak 1996) [translation: "One has to examine word-sound to know certain things. It is the sound that reveals itself – challenge Jah!"], expresses a significant aspect of the Rastafarian ideology of language, which is that words may have meanings beyond their surface

representations and must therefore be dissected and reanalysed to reveal any hidden truths, within which lies the power inherent in words.

An important issue for Rastafarians has arisen from an observation that many words in English will fail to paint a “true” image of their referents. Rastafarians ask for example, How does the English lexical item “mutton” indicate that it is the meat of the sheep?” Of course it does not, because form and meaning are not directly connected by this lexical item. Or as Rungrojsuwan (2009) would put it, the “form does not explicitly show its relationship to the meaning or referent”. That the English lexicon has a high degree of arbitrariness facilitates Rastafarians’ view that English hides the truth about words. Rastafarians hence endeavour to decrease arbitrariness in their language by establishing iconic interpretations of lexical items. “Sound” is crucial to these interpretations, which may be metaphorical as Patrick (1997) has pointed out. However, further and more significantly, ionic interpretations are founded upon Rastafarians’ ideology of language which has its roots in the Rastafarian worldview. As indicated by Schrenk (2015), Rastafarians will therefore ask “Is the referent of this “sound” Positive or Negative?” The answer to this question Rastafarians perceive will reveal the truth about the word under consideration.

This paper seeks to illustrate the non-arbitrary nature of Rasta Talk, motivated by the Rastafarian ideology of language. I will discuss the tenets of the Rastafarian ideology which indicate the expectations Rastafarians have of language. I will show how these tenets impact English lexical items, transforming for example, the items “enjoy”, “July” “diet” and “pear” into the Rasta Talk iconic constructs *fuljoy, June-truth, livet,* and *singles*, respectively.

Data for this paper were drawn from the published works of Pollard (1986), Homiak (1996), Schrenk (2015) and my research among Rastafarians 2006-2015.

Sandro SESSAREGO
University of Texas at Austin

The Legal Hypothesis of Creole Genesis:
Presence/Absence of Legal Personality, a New Element to the Spanish Creole Debate

It still has to be explained why we do not find Creole languages in certain regions of Spanish America, where the socio-demographic conditions for Creole languages to emerge appear to have been in place in colonial times. Nowadays, in contrast, we can find such contact varieties in similar former colonies, which were ruled by the British, the French or the Dutch (McWhorter 2000). Several hypotheses have been proposed to account for this situation, but no common consensus has yet been achieved (Granda 1968; Mintz 1971; Laurence 1974; Schwegler 1993; Chaudenson 20O1; etc.). The pull of different views on the issue has been labelled in the literature as the “Spanish Creole debate” (Lipski 2005).

This study focuses on the legal systems that regulated black captivity overseas to cast some light on the Spanish creole debate. Findings indicate the presence of a highly heterogeneous legislation, whose origins must be sought back in Europe, where the bases of slave law were originally laid down—by the Romans. This research shows that the juridical figure of the ‘serf/slave’ had been received by the Spanish legal system in ancient times, from

the Roman *Corpus Juris Civilis*; it had been gradually modified and progressively softened into the medieval Spanish code, called *Siete Partidas*, and then further smoothed in the *Leyes de Indias* 'colonial laws'. In particular, the Spanish slave, unlike the Roman one, was granted legal personality and a series of legal rights that derived from it. By contrast, the juridical concept of 'serf'/'slave' followed a significantly dissimilar evolutionary path in the other European codifications, which did not receive it in ancient Roman times. Thus, by the time the Americas were "discovered", the English, the French and the Dutch found themselves borrowing directly from the *Corpus Juris Civilis* to fill such a legal gap and introduced slaves into their overseas plantations. As a consequence, English, French and Dutch slaves did not have legal personality and the living conditions set by these legal systems for black captives were much more brutal than the ones dictated by the Spanish Crown (Watson 1989). The Portuguese, on the other hand, had received Roman slave law in ancient times but over time did not modify it to the extent the Spaniards did. As a result, Brazilian slaves were not considered legal persons, and had many more restrictions constraining their freedom than Spanish slaves did.

The Legal Hypothesis of Creole Genesis highlights the impact that these legal differences had on the development of black-white relations and therefore on the evolution of contact varieties in the Americas. In particular, it stresses the importance of the reception of Roman slave law in Europe as a significant factor for understanding the evolution of Afro-European languages overseas. The point here conveyed might be summarised as follows: if certain colonial societies in the Americas were more or less conducive to creolisation than others, it is in great part due to the degree of legal Romanisation their homeland countries went through in ancient times.

Kathryn SHIELDS-BRODBER
The University of the West Indies, Mona Campus
Manoeuvering Discourse Hurdles in a Jamaican Paralegal Setting

This paper examines aspects of the interaction among select witnesses, attorneys-at-law, and Commissioners participating in the televised proceedings of the 2014-16 West Kingston Commission of Enquiry, Jamaica. Events leading to the death of over seventy civilians in Tivoli Gardens, West Kingston, in 2010, as a result of responses of the combined security forces to counter community efforts to prevent the capture and extradition of its don to the United states of America, are the subject of the enquiry. The 3-person Commission is chaired by a former attorney general of Barbados, assisted by a criminologist - a professor of the University of the West Indies, Mona - and a retired high court judge of Jamaica. Witnesses fall within two general groups, comprising, on one hand, army and police personnel involved in the joint security operation, as well as Government officials of the period. Representatives of the Public Defender's office, community members of the affected area of operation and their advocate organisation constitute the other group. Each subgroup is represented by a team of legal counsel. The venue is a conference centre in downtown Kingston, Jamaica.

The formal setting of the enquiry, as described above, poses several challenges for those members of the community appearing as witnesses before the Commission. Their relative

unequal power and status and unfamiliarity with the codes of discourse characteristic of this paralegal situation place them at a clear disadvantage. The focus of this paper is on the means by which witnesses selected from this group negotiate their right to be heard and to be granted redress, in the context of the unfamiliar setting, with its peculiar discourse requirements and consequent psychological pressures. Using video recordings of the proceedings of the Commission as data, the paper analyses the effectiveness of the interactional moves these witnesses perform in seeking, under direct and cross examination, to communicate and justify their perspectives on the activities of the security forces and the continuing negative repercussions of the 2010 military operation on their community. Also evaluated are the discourse strategies they employ to establish credibility as witnesses; institute positive and negative alignments with their questioners; overcome language and register challenges; seek and provide clarification of meaning; express and neutralise disagreements and emphasise the legitimacy of their claims. The final section discusses the extent to which a commission of enquiry in such circumstances can be expected to facilitate the meaningful participation of these community witnesses in manoeuvering the discourse hurdles faced in their pursuit of the exercise of their rights.

Jason SIEGEL
The University of the West Indies, Cave Hill Campus

Teaching Lexicography to Increase Language Awareness: Toward a Caribbean Educational Policy

Dictionaries are at once ubiquitous and mysterious for many around the globe. While they may be widely consulted, their structure, production, status and intended use are not necessarily known to the average user, much less to schoolchildren. However, misconceptions about dictionaries abound, whether it is the idea that words excluded from dictionaries – especially those of the colonising countries – are somehow not real or that dictionaries are necessarily official or the final arbiter on word meanings. Additionally, many people may not understand how dictionaries are produced or structured. In this paper, I propose a structured, age-appropriate introduction to lexicography for Caribbean countries and territories as a means of familiarising students with not only dictionaries, but linguistics and language ideologies more broadly. The introduction takes students from basic skills such as locating words and identifying parts of entries and dictionaries, through more advanced discussions such as evaluating the order of word senses and decisions about homophony or polysemy, ending with creative skills such as crafting dictionary entries as a means of learning new vocabulary or expressing cultural knowledge, following Bloom's taxonomy of learning (Bloom, et al. 1956). It also introduces students to increasingly sophisticated discussions of dictionary production, starting from the idea that lexicographers get their words from books and conversations and ending with the complicated decisions of what gets included in a corpus and a dictionary. Throughout the programme, a focus on descriptive practice and on Caribbean dictionaries such as R. Allsopp (1996), J. Allsopp (2003), and Winer (2009) is emphasised in order to counteract the negative language attitudes that persist in the region. The talk ends with a discussion of the role that the

Richard & Jeannette Allsopp Centre for Caribbean Lexicography can play in guiding teachers and ministries alike in their implementation of this policy.

AnnMarie SIMMONDS
American University in Dubai

Going Up in Flames: A Lyrical Analysis of Antiguan Soca

In 2015, Antigua's premier soca band, The Burning Flames, performed together on the same stage for the first time in almost two decades. During that time, the band had gone through many reincarnations. Lead singers and brothers, Oungku and Onyan, formed their own bands and with this came a change in discourse. While no strangers to controversial lyrics, the dissolution of the original fantastic four – as they are known in Antigua – was the catalyst for many "new" songs that courted violence.

This study presents a discourse analysis of the bands' (Burning Flames 1.0 and 2.0 and Red Hot Flames, led by Onyan and Oungku respectively) lyrics in the years that preceded their break up (1985 – 1997) and the years after (1998–2014). It seeks to answer the primary question: To what extent did Burning Flames employ a similar or different "violence" discourse in their lyrics after the band's dissolution?

Prior to their break up, Burning Flames had always skirted close to the line of violence and increased physical contact in the party space with songs such as *Bush Dancer*, *Stampede*, *Congo Man*, and *Who Get Um Tek Um*. However, post 1997 the former lead singers seemed to amp up their lyrics, as they used the medium of music to air their acrimony. For the purposes of the study, Gee's (2011) definition of discourse as language as social practice is used. Since performance genres like soca are situated within a specific societal context, the language used must be examined both textually as well as extratextually. I therefore look not only at the lyrics but also at the discourse community to whom they are addressed and within which they are uttered. My approach is also influenced by Titscher et al's (2000) view that discourse analysis is not so much a method as it is a way of approaching and thinking about a problem. It is the deconstructive reading of a text and suggests that an interpretive reading is appropriate based on the analyst's findings. This is because discourse analysis is concerned not only with "pure" linguistic data but also on language use in relation to social, cultural, or historical aspects of a society. While I do not employ Critical Discourse Analysis, I do utilise elements of Fairclough's tripartite method of analysis: description, interpretation, and explanation. These are not separate levels of analysis but rather overlapping and interrelated aspects of discourse analysis. Together, they encompass a linguistic analysis that focuses on language and its connection to a broader societal or cultural milieu. One tentative conclusion that can be made is that irrespective of its members, Burning Flames has continued to focus on the theme of male domination – whether in the party space, over one another as rivals, and of women. Their 2015 reunion is therefore cause for reflection as Burning Flames 3.0 may already be in the making.

Paulson SKERRIT
University of Tennessee/The University of the West Indies, St Augustine Campus
Practices that Lead to Gains in Word Identification Skills for Visual Language Learners

The average performance of Deaf and hard of hearing (D/hh) students on test of reading comprehension is several grade equivalents below their high school hearing peers. The reading-writing connection is one way to address the literacy challenges of D/hh learners. This paper will explore that connection in instruction that was driven with a high fidelity to the principles of Strategic Interactive Writing Instruction (SIWI). The data for this study came from two grade three classes involved in the second half of a Year II project that was part of a 3-year Institute of Education Sciences-funded project to develop SIWI for use with D/hh students. The video footage of 18 and 31 SIWI lessons spanning two units of instruction in a Total Communication (TC) and Bilingual classroom respectively were examined using a comingling of inductive and interpretive analysis and utilising Spradley's nine semantic relationships to determine the instructional and learner practices and routines that supported development of word recognition skills. Highlights of the 49 lessons will be provided and the following instructional and learner practices and routines will be discussed: engaging students in cognitively demanding discourse that featured extended discourse and persistence in questioning; a high volume of repeated and wide reading; high volume of writing; multiple representation of words with an emphasis on fingerspelling; and attending to language input. Recommendations for using this simultaneous approach- with the specific adaptation to the writing process of a translation component- to teach literacy skills to D/hh students in the context of the new thematic curriculum being used in primary schools in Trinidad and Tobago will be presented. D/hh learners in Trinidad and Tobago benefit from specific features to an approach to literacy instruction that accelerates their word recognition skills, vocabulary development, and translation of visual-spatial grammatical elements of their signed language to the grammar of written language. The following instructional practices in the context of the language situation among Trinbagonian D/hh learners will be further explicated: use of a language zone and incorporation of sign variation in lessons.

Benjamin SLADE
The University of Utah
The Semantics of Jamaican Creole Verbal Reduplication

This paper pursues a formal semantic analysis of Jamaican Creole [JC] verbal reduplication, with comparison to superficially similar constructions in standard English [SE], focussing on reduplication involving pluractionality. Alongside of other reduplicative formations, JC uses two productive verbal reduplications, one contributing an intensive sense, the other an iterative sense (Gooden 2003; Gooden, Kouwenberg, LaCharité 2003 et seq.).

Intensive: In JC, both intensive and iterative reduplication involve reduplication of the full verb, but in the case of a complex verb+particle base, the intensive reduplication only doubles the verb, whereas iterative reduplication copies both verb and particle, e.g., *ŋjam-ŋjam-aaf* "to

eat completely (intensive)" vs. bʊod-op-bʊod-op "to repeatedly seal with boards (iterative)" (Gooden 2003). Further, in the case of a simplex base, intensive reduplication (but not iterative) involve a high pitch on reduplicant: blʊ́o-blʊo "to blow hard (intensive)" (Gooden 2003). The JC intensive reduplication resembles in some respects contrastive focus reduplication in SE (Ghomeshi et al. 2004), e.g. *it's tuna salad*, *not sálad-salad*, both in terms of prosody (high pitch on the reduplicant) and also in that the latter reduplication often fails to copy all morphemes associated with the verb, e.g., *here are the glóve-gloves*. The semantic components of JC intensive reduplication and SE contrastive reduplication are similar but not identical, as the latter is not a true intensive per se but rather usually means something like "real" or "true", being opposed to some contextually-determined contrast set.

Iterative: The JC iterative reduplication is ambiguous between continuous action, and discontinuous repeated action, e.g., *luk-luk* generally receives a continuous reading "keep looking" but can also be interpreted discontinuously as "look repeatedly" (Kouwenberg & LaCharité 20O1). This formation is superficially similar to SE *looked and looked* and *looked again and again*; the former type receiving a continuous reading and the latter a discontinuous reading. Adopting a Lasersohn-style (1995) analysis of pluractionality (assuming that both the JC and the SE constructions involve an abstract pluractional morpheme which overtly manifests as reduplication, either at the morphological or syntactic level; cp. Beck & von Stechow 2007), the basic meaning of the JC iterative morpheme is:

(1) V-PA(X) $\Leftrightarrow \forall e \in X[P(e)] \wedge |X| \geq n$

That is, for some verbal predicate P, P is made up of a number of subevents, all of which are also instances of P, and the cardinality of these subevents is equal to or greater than some value *n* (fixed by a combination of lexical and pragmatic factors). The necessarily discontinuous readings can be formalised as:

(2) V-PA(X) $\Leftrightarrow \forall e, e' \in X[P(e) \wedge [\neg\tau(e) \circ \tau(e') \wedge \exists t[(\tau(e) < t < \tau(e') \vee \tau(e') < t < \tau(e)) \wedge \neg e''(V(e'') \wedge t = \tau(e''))]] \wedge |X| \geq n$

In words, as in the paraphrase of (1) with an added between-ness condition requiring that between the run-time of every two non-overlapping subevents which are instances of *P* there be a time at which occurs no event which is an instance of *P*. To capture necessarily continuous readings the between-ness condition is negated.

Towards a general formal analysis of JC reduplication: The above analysis can be generalised to cover other productive JC reduplication, such as *blakɪ-blakɪ* "having black spots" and *bwaɪɪ-bwaɪɪ* "characteristically boyish" by changing quantification over subevents to quantification over sub-parts more generally.

Daidrah SMITH
The University of the West Indies, Mona Campus

The Role of Culture in the Semantic-Syntactic Mapping of Items along the Time-Stability Continuum

This paper is a part of a larger study on that was conducted on contemporary Lokono speech. The study presents an analysis of Lokono simple clauses within the Functionalist framework. A grammar of simple clauses has therefore been created by mapping semantics against morpho-syntax. This grammar, at its core is determined by the interaction of items along the time-stability continuum, where at one extreme are items cross-linguistically classified as verbs while at the other are those cross-linguistically classified as nouns. These interactions form the base of the grammar of the Lokono predicator system, and involve, as they do in all languages, an argument structure carrying out functions that are complementary to the predicator. When items at the two extreme ends of the spectrum interact, there is almost perfect alignment but in other cases the different levels of the grammar do not appear aligned, and where the line between syntax and semantics is drawn seems arbitrary.

However, the paper, by examining gender marking and the sub-classification of verbs such as ‘live’ versus ‘die’ proposes that culture is invoked at strategic points within the grammar and what at first glance seems arbitrary can be explained through an examination of the culture of the speakers of the language.

Daidrah SMITH and Michelle STEWART-McKOY
The University of the West Indies, Mona Campus and University of Technology, Kingston

Error or Evidence of a ‘New’ Standard?

The fairly new field of World Englishes has legitimised discussions about the need for establishing new standards across the globe. Linguistics such as Christie (1982), Allsopp (1996) and James (2013), using varying methodologies have tried to answer the question of whether or not there are local standard varieties of English within the Caribbean. This paper in an indirect way, adds to that discussion by examining the English language produced by university entrants.

The performance of students on the university-level English language writing courses across the Caribbean and in Jamaica specifically has been a topical issue for some time now, triggering discussions surrounding the nature and causes of as well as possible corrective measures for the English language challenges faced by students at the tertiary level. These issues are not unique to our context but tend to surface whenever students are learning English as a second or foreign language. The typical response to these language challenges is to try to “fix” the problem. However, what these challenges do is to raise crucial questions such as what standards are we judging the learners by? In the scheme of language education, which errors are more significant? At what point does the occurrence stops being an error and becomes an indicator of a norm in a developing standard?

In an attempt to answer these questions, the paper starts with an analysis of students' writing within an error analysis framework. Guided by the model proposed by James (1998), the research classifies students' errors into 4 broad categories – grammatical, lexical, discourse and ambiguous. The research reveals that the majority of errors falls within the grammatical category (55.1%) with number marking, tense and sentence construction errors showing the highest frequencies. This is closely followed by lexical errors with 31.8%.

The discussion then draws on literature from the field of World Englishes and proposes a paradigm shift in the teaching of English within the Jamaican context akin to that which has been taking place worldwide.

David TÉZIL
Indiana University

Talking like the Port-au-Prince Talk: How Social Changes Help Spread Language Change

Certain French(ified) features used in Haitian Creole or the so-called *Kreyòl swa* 'smooth Creole' (Fattier 1984:39) are often associated with the dialect of the upper middle-class Haitian speakers living in Port-a-Prince. However, for a long time, over-nasalizing words that originated from the French language was often labeled as being less educated and more specifically rural by many educated Haitians. For instance, the first vowel /a/ in the Haitian word *kana* (Fr. *canard*) 'duck' is often nasalised in the speech of some Haitians as *kanna*. Surprisingly, over the past few decades, Dejean (1980) and Joseph (1984) have both noticed the overgeneralisation of nasality in the determiner by numerous Haitians (e.g. **chèz lan* rather than *chez la* 'the chair' or *diri an* rather than *diri a* 'the rice'). Valdman (1991) was the first to have found that the nasalisation of the determiner in non-nasalised environments in Haitian Creole was significantly favoured by the younger, upper middle-class Haitian speakers.

He also claimed that there was a language change in progress, and that this change was being led by the younger, bilingual, Haitian speakers. Following Valdman's study (1991), the present study not only investigates the sociolinguistic factors that may have favoured the language change, but it also addresses the social changes that have facilitated such a change. This study also discusses the issues related to the link between French and social classes, the sociolinguistic landscape of Haitian Creole, and the emergence of a prestigious variety of Creole (often called *Kreyòl swa*) that is being spread beyond the cities to the rural areas. To do so, I compared the speech of both speakers living in a rural area called Morne-à-Chandelle and those living in a metropolitan area of Port-au-Prince called Carrefour. The results showed that the language spread was greatly accelerated not only because it was associated with the Port-au-Prince speech but also because of the mobility of the residents of the rural Mornè-à-Chandelle. In the midst of quasi-absence of infrastructure and complete isolation, the people of this small rural town walk for more than three hours up and down the mountains on a daily basis to go to the more urbanised Carrefour in order to go to school, to go to a hospital, and so on.

The contact between the speakers of Morne-à-Chandelle and those living in Carrefour has increased drastically due to easier access to cheaper portable phones and mostly due to the phenomenon called "*Motosiklèt taksi*," a form of taxi service provided by motorcyclists to

those who want to beat the traffic, as well as those wishing to travel to remote places. The easy access to both communication and transportation create a new kind of mobility which results in the spreading of the language change to rural areas, facilitating contact between the younger speakers residing in the metropolitan areas of Port-au-Prince and the rural, mobile, younger speakers of Morne-à-Chandelle who then spread the change to their monolingual, older peers.

Marina VINTENKO
Albert-Ludwigs-Universität Freiburg
Language Awareness in Urban Primary Schools in Jamaica

'*bot mi a spiik ingglish!*'
[But I am speaking English!]

- Was the reply a nine year old girl gave me in the course of our short chat in a classroom doorway during a lesson break when I asked her to repeat in English a sentence she had said to me in Jamaican Creole.

This was my first study-related encounter with a child in the first of the 9 schools I visited during my 2,5 month stay in Kingston. The purpose of this study was to investigate Language Awareness and language use in urban primary schools in Jamaica. By looking at patterns of language choice, language attitudes and knowledge about the languages spoken in the country by both children and teachers in primary schools, conclusions about the current language situation in primary school education were made as well as recommendations for improving language teaching tactics in primary classrooms in Jamaica.

The study has been conducted within frameworks of the Project for the Professional Development of Primary School Teachers launched by a group of linguists and educators from UWI, Mona, the Ministry of Education and myself as an assistant on the Pilot of the project in September-November 2015. The project team observed classes led by the selected 9 teachers that had been participating in the workshops throughout the two months. As a part of my individual work, the children and the teachers of the selected grades have been interviewed on what they thought the differences between the two languages spoken in the school environment (Jamaican Patois/English Creole and English) and their usages are, and what purposes each of the two codes serves.

The hypothesis of the study was that due to blurred differentiation between the two codes spoken in the country, the teachers in primary schools of Jamaica fail to transfer the message to the children as to what each of the languages presents and serves for. This results in children being unaware of what the JE and JC truly are and how and when they should be used, which in turn leads to them underperforming, for instance, in Grade 4 Literacy Test.

The recommendations developed in this study resulted from the analysis of a set of information sources, including children's knowledge about and attitudes towards Jamaican English and Jamaican Creole, teachers' reflections on the functions of the languages spoken in the classroom, and the researcher's field notes made during classroom observations. The findings revealed that most of the students interviewed in the selected primary schools displayed a lack of language awareness.

Camille WAGNER RODRÍGUEZ and Yolanda RIVERA-CASTILLO
Universidad de Puerto Rico, Río Piedras and PaSSCo
Papiamentu Spontaneous Speech Corpus (PaSSCo)

Language documentation has become one of the most important components in the analysis of lesser-known languages (Hinton, 2003). Accordingly, documenting Creole languages has become an important component of language specific research in creolistics. One of the pressing issues is the documentation and analysis of primary data: standardized symbolic representations, such as transcriptions, translations and field notes (Himmelman 2012: 194). Some current projects, such as APiCS (*Atlas of Pidgin and Creole Language Structures*), provide descriptions of major structural features that can be searched and compared. Our project is designed to complement such projects through the provision of a different type of primary and structural data (Himmelman, 2012).

This project, supported and funded by the University of Puerto Rico, constructs a relational database grounded on the analysis of spontaneous speech data in Papiamentu. In contrast to other surveyed corpuses for Creole languages, the Papiamentu Spontaneous Speech Corpus (PaSSCo) has been designed and constructed *considering* the relationships between the different linguistic features of the Swadesh lexemes identified in the data. Each entry provides information on the meaning and grammatical category of Swadesh list lexemes, their phonological features, syntactic distribution, and the type of discourse in which the words are used during interviews. In addition, speaker metadata is included.

Therefore, users can query the database and correlate different types of information related to the lexemes. The PaSSCo, hence, has the potential to become an indispensable collection of data and a useful tool for researchers, Papiamentu speakers and/or interested users. This paper describes the corpus, the data collection process, the organization of the data collected through fieldwork, the criteria for data selection, and the process of database and corpus creation. Finally, we will provide short descriptions of current standards in the field and the innovations incorporated by our database.

This corpus description should contribute to the field of language documentation and to the ongoing discussion on documenting Creole languages.

Kadian WALTERS
The University of the West Indies, Mona Campus
“Dem a Chrai fi Tai Wi Op”: A Thematic Analysis of the Perspectives of Monolingual Jamaican Creole Witnesses in the West Kingston Commission of Enquiry

This paper explores Jamaican Creole (JC) monolingual speakers’ perspectives on their experiences while testifying in the West Kingston Commission of Enquiry. The Government of Jamaica accepted a recommendation in 2013 to establish a Commission of Enquiry into the conduct of a 2010 operation in West Kingston. During this exercise, approximately seventy (70) people died as the security forces tried to capture Christopher ‘Dudus’ Coke, who was wanted in the United States on drug and gun-running charges. The Commission’s proceedings began in

December 2014 and several witnesses, including Tivoli residents, members of the security forces and politicians, have testified.

The dominant language of these residents is JC while English is the language that is recognized and sanctioned by the state's judiciary system. This reality poses a potential communication problem in the proceedings and may have far reaching impact on its outcome. JC dominant and monolingual speakers then are the linguistically disadvantaged group (Brown-Blake 2011). This is evidenced by the fact that the lawyers and police use English when questioning witnesses and documenting statements, using a language which the witnesses do not understand.

The data come from a focus group conducted with eight (8) West Kingston residents who testified in the Enquiry. The session explored their perspectives on the language related issues of their experience. The video recording was transcribed and a thematic analysis was applied to extract their attitudes to the lawyers' language use and approach when questioning.

Major themes emerging from the analysis include Comprehension Problems, Limited Response Time, Coerced Answers and Ridiculed by Lawyers. This information gives insight into the linguistic discrimination which Creole speakers may face in the courtroom where English is the dominant language. The findings strengthen the call for the government to include a provision of freedom from discrimination on the ground of language in the Charter of Rights in the Jamaican constitution.

Tanyia-Joy WILKINS
The University of the West Indies, Mona Campus

Patterns of Stress and Accent Assignment in Jamaican English

Acoustic studies on stress and accent in Jamaican English are limited and previous descriptions of stress and accent in Jamaican English have not been based on acoustic evidence. The acoustic correlates of stress in English are usually vowel duration, vowel quality (whether the vowel is full or reduced) and increased pitch. Local, et al. (1985) and Roberts (1988), however, observed that high pitch and stress do not always coincide in West Indian varieties of English. Deaccenting of given or repeated information has also been described as a feature of English (Bolinger 1972, Ladd 1984), however, Local, et al. (1985) found that deaccenting is not a feature of London Jamaican, a variety of English influenced by Jamaican Creole.

The aim of this study was to test previous impressionistic judgements of the patterns of stress and accent assignment in Jamaican English using acoustic evidence. Utterances from six (6) Jamaican English (JE) speakers were compared to those of six (6) British English (BE) speakers. Recordings of the participants were digitised and analysed using PRAAT (Boersma & Weenink). Because vowels are not always reduced in unstressed syllables in Jamaican English and because pitch and stress do not always coincide in this variety, the acoustic correlate used to identify stress was relative intensity of syllables.

Lexical, compound and phrasal stress were examined. As expected with lexical stress, both JE and BE speakers placed stress on the initial syllables. Phrasal stress patterns for JE speakers were found to have a consistent strong-weak pattern similar to that of the BE

speakers. For compounds, however, the stress pattern for JE speakers was variable and appeared to be motivated by semantics rather than syntax. The BE speakers adhered to a weak-strong stress pattern.

Patterns of deaccenting were also investigated. It was expected that, as found in the Local, et al. study, JE speakers would not show patterns of deaccenting with reference to informational focus. The participants were asked to read sentences which contained both new and given information. A combination of careful listening and observation of F0 tracks in PRAAT was used to determine whether words were deaccented or not. It was found that the JE speakers deaccented at a much lower rate than BE speakers.

This study contributes to the description of the prosodic system of Jamaican English by confirming some impressionistic judgements from earlier studies and opening the door to more investigation relating to the motivation for stress patterns in this variety of English.

Kofi YAKPO and Naomi SAMIDIN
University of Hong Kong and Anton de Kom University

Patterns of Mixing: Surinamese Javanese and Sarnami in Contact with Sranan and Dutch

In this paper, we analyse contact phenomena involving Sarnami (also called “Surinaams Hindostaans”) and Surinamese Javanese with Sranan and Dutch, the two dominant languages of Suriname. The study is based on a corpus of primary data collected by the authors in Suriname in naturalistic settings and through elicitation. Suriname is by far the most multilingual nation of the Caribbean, both with respect to the absolute number of language spoken, and with respect to the prevalence of individual multilingualism (e.g., Kroon & Yagmur 2010; Léglise & Migge 2011).

We focus on the emergence of practices involving borrowing, multidirectional code-switching, and fusional mixing (e.g., Auer 1999) common to both languages that are typologically very different from the two donor languages Dutch and Sranan. However, the practices involving contact of Surinamese Javanese and Sarnami on the one hand, with Sranan and Dutch on the other, show strong tendencies of convergence and the forms of code-switching across language pairs are surprisingly regular. We conclude that the convergence of patterns of borrowing and codeswitching may imply that multilingual practices can be determined by typological factors just as much as by social factors and the linguistic enactment of ‘Surinamese-ness’.

We identify three types of convergent multilingual practices: (1) borrowing, i.e. the lasting integration of the same Sranan and Dutch items in the Sarnami and Surinamese Javanese lexicon; (2) insertional and alternational code-switching following similar patterns; (3) code-mixing and fusional mixing, i.e., the conventionalization of specific non-native elements and constructions in Sarnami and Surinamese Javanese and the emergence of very similar innovative approximations of Sranan and Dutch structures in the two recipient languages. An example is the borrowing and integration of the Dutch adjective *bezig* ‘busy’ for the expression of continuative aspect in both Sarnami and Surinamese Javanese where it is

morphosyntactically adapted in various ways, cf. Surinamese Javanese (1), and Sarnami (2) from different speakers, elicited with the same video clip stimulus:

(1) *ènèk wong bezig, nganu, skrifi brifi karo pulpèn*.
there.is person busy that.is write letter with pen
'A person is busy, like, writing a letter with a ballpen.'

(2) *au bezig hai kuch likhe ke ego schrift men.*
and busy is something write INF a handwriting in.'
'And (she) is busy writing something in a handwriting.'

The constructions above are calqued on Dutch but make use of language-specific strategies of integration. An existing predicate adjective construction in Sarnami allows the languages to partially calque the corresponding Dutch structure. In Javanese Surinamese, however, *bezig* is treated like a verb, since this language does not employ copulas in the relevant contexts. However, both languages employ complement-like structures rather than Dutch-like prepositional structures to link the main verb to the auxiliary. The Surinamese situation is useful for a better understanding of complex multilingual contact situations as we find them in other parts of the Caribbean as well (e.g., Belize, Guiana, Trinidad).

René ZÚÑIGA ARGÜELLO
Universidad Nacional de Costa Rica
Limón Creole Syntax: The Simplex Clause

This work comprises a description of syntactic features present in Limon Creole, a language spoken by approximately 55,000 people in the Caribbean coast of Costa Rica. With few exceptions, Creole languages characteristically have scarce inflectional morphology that codes grammatical information; instead, they rely on a rigid word order to convey this purpose. By taking into account this central role of syntax in creoles, the aim of this paper is to provide a description of three main components of the simplex clause: word order, grammatical relations and syntactic processes in Limón Creole.

The first two topics are overviewed by analysing the order of constituents in the noun and the verb phrase and describing the type of relational alignment present in the language. Then, this paper provides a thorough description of valence adjusting operations. Three valence increasing operations can be identified in Limon Creole: causatives, applicatives and dative shift, while reflexives, reciprocals, passives, middles, object demotion and object omission are all attested as valence decreasing operations.

Previous studies by Herzfeld (20O2), Wolfe (1970), Wright (1974) have described Limón Creole syntax in general terms while there are some other researchers Wolfsen (1984), Portilla (1998, 2004) who have studied specific phenomena regarding the simplex clause like causatives, complementizers and valence decreasing operations. This paper is part of the first

grammar designed for Limón Creole and presents the results of a comprehensive analysis of the simplex clause.