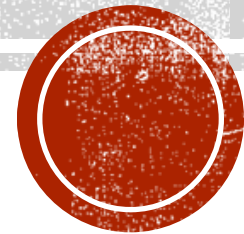




CODE-SWITCHING IN DIFFERENT GENERATIONS OF HAITIAN CREOLE SPEAKERS IN NEW YORK.

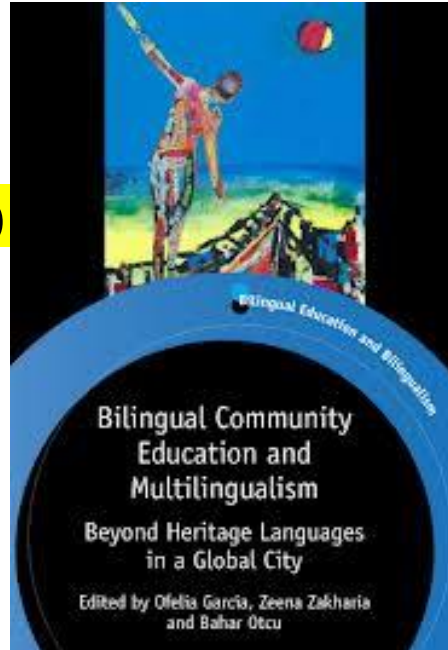
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LANGUAGES OTHER THAN ENGLISH IN NY

1. Spanish
2. Chinese
3. Russian
4. Haitian [French] (Creole)
5. Italian
6. French
7. Yiddish
8. Korean
9. African Languages
10. Polish
11. Tagalog
12. Greek
13. Arabic
14. Hebrew
15. (Bengali)
16. Urdu
17. Hindi
18. German
19. Japanese
20. Serbo-croatian
21. Portuguese
22. Persian
23. Vietnamese
24. Hungarian
25. Gujarati



Languages Other Than English (LOTE) spoken by New Yorkers over 5 years of age, US Census Bureau (2009) American Community Survey Table B160001 in Garcia, Zakharia & Ötçu, 2013, p13.



INTRO: WHAT IS HAITIAN CREOLE?

- Is a language that emerged from the combination elements from French (much of the vocabulary), Ewe(gbe) and Fon(gbe) (West African languages) (grammatical elements) and Arawak (Native American) and that was established in Haiti during late 17th and early 18th centuries.
- It has been one of Haiti's official languages since 1987.
- It is the first language of 95 percent of Haitians, especially in the rural areas of Haiti.
- Large number of speakers (about 9 millions) compared to other creoles ; more than half a million Haitian speakers outside of Haiti including speakers within the U.S and 310,000 U-S born Americans of Haitian ancestry (Barrière & Monèreau-Merry, 2013).



HAITIAN EXPERIENCE IN AMERICA

- Sociolinguists: HC *a low contact language* because of many controversies and discriminatory reports that have been associated with the Haitian community (Hebblethwaite, 2010).
- As a result, many Haitians have developed ambivalent feelings towards their own language.
- These misconceptions and stereotypes regarding the Haitian community have influenced what it means to be Haitian in America.



KEY CONCEPTS

- **Native Speaker:** Individual exposed to a language for a long time, L1 dominant and sometimes L1 Main/Dominant Language of the community, country etc .
- **Heritage Speaker:** Individual exposed to L1 in a minority setting where the language is not dominant; often does no or limited literacy skills in L1.
- **Code-Switching (CS):** Combination of different languages in bilingual speech production.



3 TYPES OF CODE-SWITCH

Tag-Switching: tag single word or phrases from L_A used with L_B . (e.g. *you know, so, right*)

I mean, Marie te manje pom lan (based on St Fort, 2014)

I mean, Marie did eat the apple.

Inter-sentential Code-Switch : change from one language to another after sentence boundaries.

I was nervous about my exam. Mwen pa t 'fè byen. (based on St Fort, 2014)

I was nervous about my exam. I did not do well

Intra-sentential Code-Switch: in the middle of sentences; subject to grammatical constraints

Epi manman m te best friend mwen (St Fort, 2004)

And mother my PAST best friend my

And my mother was my best friend

→ **Characteristic of bilinguals with high level of competence in their 2 languages (e.g. Poplack, 1980; St Fort, 2004).**



PRESENT STUDY

- Hughes St. Fort stated that :

“Perhaps the greatest issue among Creole speakers themselves is whether CS will eventually lead to a loss of Creole in the community and a weakening of Haitian identity”

(St Fort, 2004)

- Language attrition in the second generation entails borrowing and code-switching as the parental language gradually recedes (Hebblethwaite, 2010; Field 2002).
- **PURPOSE OF THIS PROJECT:** Investigate correlations between language contact and language loss among generations of Haitian Creole (HC) speakers in NY, through their use of code-switching.



HYPOTHESES:

H1:

H1A: Individuals raised in Haiti ('1st Generation Immigrant) will display higher level of competency

H1B: Individuals who display high levels of competency in both languages will display more intra-sentential CS in their speech

H2: Heritage Speakers (2nd generation) of H.C. will use more inter-sentential codeswitching and Tag Switching than intra-sentential CS in their speech.

H3: Native Speakers of H.C who have resided longer in the United States will exhibit more attrition.



METHODOLOGY 1

- Participants : N= 7 adults including 1st and 2nd generation native speakers and heritage speakers of Haitian Creole .
- **Background Information Questionnaire**: Sociolinguistic background; self- perceived levels of competence in their 2 languages; cultural identity.

1st generation: 2 born in Haiti, 1 born in the US, raised in Haiti until age 7

2nd generation: 4 born and raised in the US

- **Language Competence tasks**

Grammaticality Judgment and Translation Task

- **Speech Production Tasks**



PROFILES OF THE PARTICIPANTS: USE OF HAITIAN CREOLE

	Family	Friends	Media (TV, Radio)	Reading	Literate in HC	Haitian identity
G1-HSC1	50%	50%	0%	0%	Yes	Strong
G1- HSC6	100%	100%	50%	100%	Yes	Strong
G1- HSC7	50%	0%	0%	0%	Yes	Moderate
G2-HSC2	100%	100%	50%	0%	Yes	Weak
G2-HSC3	100%	100%	50%	50%	Yes	Weak
G2-HSC4	50%	50%	50%	0%	No	Weak
G2-HSC5	100%	50%	50%	0%	Yes	Weak



METHODOLOGY 2

- **Direct Experimental Measures of Language Competence (adapted from Monereau-Merry, 2016)**
- HC has a very complex system of Definite Determiners (equivalent of English “the”): occur after the noun; their form depends on *the phonology (sound)* of the word that precedes it
- Distinct forms: a, ã, nã, la, lã.
- Monereau-Merry (2016): only Native speakers of HC who have resided a long time in Haiti and for whom HC is the dominant language master this system; different levels of lower mastery in Heritage Speakers; 2 tasks:
 - **Translation task: 40** phrases that contain definite articles in English to be translated into HC, e.g. The flower
 - **Grammaticality Judgement Task with Invented Words:** participant has to select the accurate Invented (unfamiliar made up) Noun+ Definite Determiner combination. Using 20 picture stimuli.



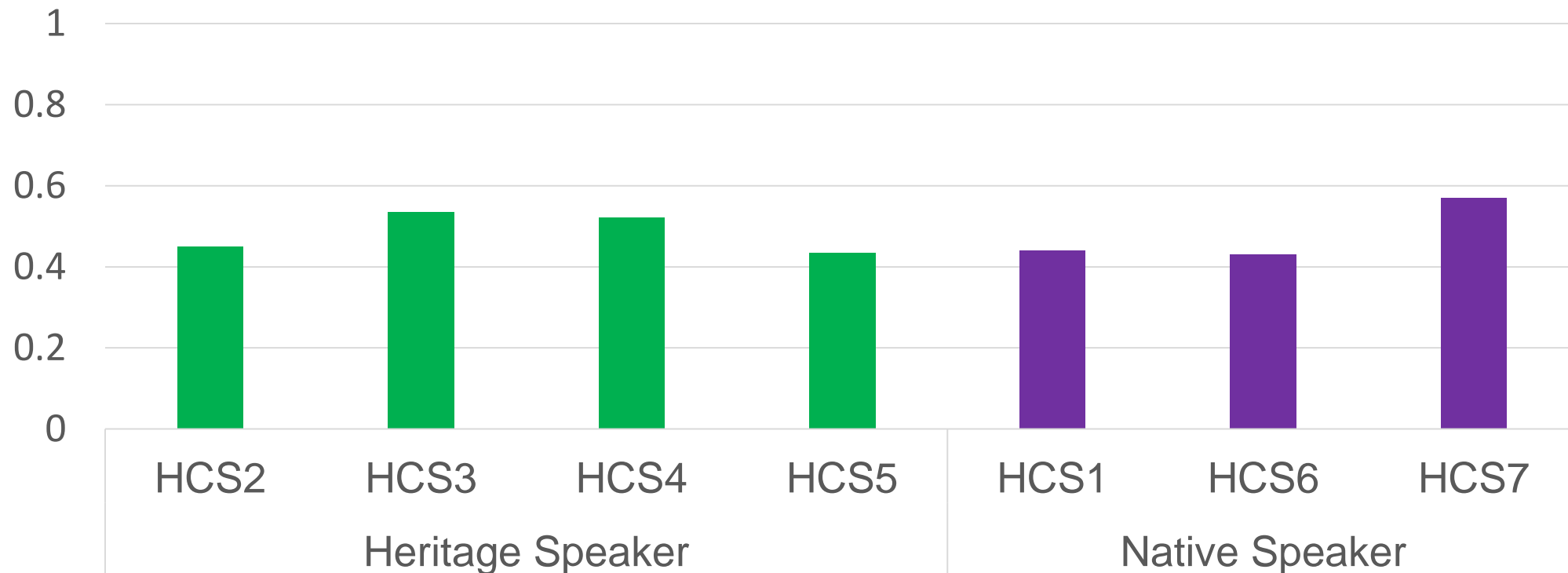
METHODOLOGY 2: SPEECH PRODUCTION TASKS: **GENERAL COMPETENCE AND CODE-SWITCHING**

- **What you Love about New York ? → Language Competence in HC and Code-Switching**
 - Participants explain likes and dislikes about New York while speaking in Haitian Creole.
 - This task will be used to record the number of code switches as well as the individual's oral performance in Haitian Creole is asking the individuals to tell me things that they dislike and like about New York while speaking Haitian Creole.
- **Story Telling Task → Language Competence in HC and Code-Switching**
 - The participants were told a story in **English** and had to retell the story in **Haitian Creole**, with the support of a story board using illustrations from Baobon by Satomi Ichikawa.



RESULTS 1: GRAMMATICALITY JUDGEMENT TASK

Accuracy of Response between G2 and G1 Speakers



RESULTS 3: PRODUCTION TASKS COMPETENCE

	# utterances	Mean Length of Utterance	Type/Token Ratio	% Words Code-Switched
G1-HSC1	23	13.8	0.486	3.74%
G1- HSC6	37	9.59	0.43	1.12%
G1- HSC7	35	12.08	0.39	0.02%
G2-HSC2	9	18.55	.4	1.86%
G2-HSC3	18	6.94	.560	4.8%
G2-HSC4	39	11.74	.428	4.5%
G2-HSC5	42	14.12	0.36	0.03%



RESULTS 4: PRODUCTION TASK CODE-SWITCHING

	# utterances Code-Switched	% Tag	% Inter-Sentential	% Intra-Sentential Beginning or End	% Intra-Sentential Middle
G1-HSC1	4	75%	0%	0%	25%
G1- HSC6	23	0%	4%	61%	43%
G1- HSC7	18	0%	28%	39%	33%
G2-HSC2	6	67%	0%	0%	33%
G2-HSC3	5	16%	0%	67%	16%
G2-HSC4	26	23%	4%	8%	65%
G2-HSC5	4	0%	0%	50%	50%



CONCLUSIONS

- The data conveys that all participants (G1 and G2) display high levels of competency in both languages.
- G2 participants displayed more use of tag and intra-sentential code-switch, as opposed to inter –sentential codeswitch.
- G1 participants displayed more use of inter and intra sentential codeswitching.
- In relation to Merry-Monerau's(2015) study these results have not been consistent with her findings and this may be because the participants have more similar levels of competency across G1 and G2 groups in both Haitian-Creole and English.
- A further study may seek to extend the research to 3rd generation speakers in order to observe if there are significant differences in production, as well as code-switching use.

