



Society for Caribbean Linguistics and Society for Pidgin and Creole Linguistics

Joint Conference

“Looking Back and Moving Forward:
Innovations in Language Theory, Policy and
Practice”

Conference Programme

AUG 5 - 9, 2024

**University of Guyana,
Turkeyen Campus, Georgetown**



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SCL/SPCL 2024 at the University of Guyana

The Society for Caribbean Linguistics (SCL), in collaboration with the Society for Pidgin and Creole Languages (SPCL), is pleased to welcome you to SCL’s 25th Biennial Conference.

The Conference is hosted by the University of Guyana, Turkeyen Campus, under the theme “Looking Back and Moving Forward: Innovations in Language Theory, Policy and Practice” from 5 to 9 August 2024.



Welcome from the President of the Society for Caribbean Linguistics (SCL)

Clive Forrester

Welcome to the 25th Biennial Conference of the Society for Caribbean Linguistics, jointly hosted with the Society for Pidgin and Creole Linguistics at the esteemed University of Guyana!

It is with immense pleasure and pride that we gather in this vibrant nation, a land that has indelibly shaped the landscape of Caribbean linguistics. Guyana's rich tapestry of languages and their dialects, coupled with the groundbreaking contributions of Guyanese-born scholars, both serve as a constant source of inspiration for our field.

This conference marks a momentous occasion as we reconvene in person, reigniting the spirit of collaboration and camaraderie that was sorely missed during the pandemic. We extend a warm welcome to both seasoned scholars and the next generation of linguists, creating a space where diverse ideas can flourish in an atmosphere of mutual support and intellectual exchange.

The diversity of topics represented in this year's programme is a testament to the continued vitality of Caribbean linguistics. From the intricacies of Creole grammar to the sociolinguistic dynamics of language contact, your research reflects the multifaceted nature of our discipline. As we delve into these explorations, we reaffirm the significance of Caribbean languages and their enduring impact on global linguistic discourse.

The University of Guyana, with its rich academic heritage and commitment to scholarly excellence, provides the ideal setting for our conference. We express our sincere gratitude to the university administration, academic and administrative staff for their unwavering support in making this event possible.

As we embark on this intellectual journey, let us embrace the spirit of discovery, forge new connections, and celebrate the linguistic treasures of the Caribbean. Welcome to Guyana, and welcome to the 25th Biennial Conference of the Society for Caribbean Linguistics!

The Society for Caribbean Linguistics (SCL)

The Society for Caribbean Linguistics (SCL) is a scholarly linguistics society dedicated to the study of language in the Caribbean, and to the dissemination of both the theoretical and applied research of its members. The Society had its beginnings in the 1968 Creole Linguistics Conference at the Mona campus of The University of the West Indies (UWI) in Jamaica, and was formally established in July 1972 at the St. Augustine campus of The UWI in Trinidad & Tobago. SCL believes in emancipating and celebrating ALL Caribbean languages through research, documentation and analysis. Our timeline below details some of our more cherished memories.

SCL Timeline

1968 — The Creole Linguistics Conference was held at the Mona campus of The University of the West Indies (UWI) in Jamaica.

1972 — The Society for Caribbean Linguistics was formally established in **July 1972** at the St. Augustine campus of The UWI in Trinidad & Tobago, with Jamaican-born [Frederic Gomes Cassidy](#) elected as the first SCL president (1972–1976), and the [SCL Constitution](#) created.

1974 — The first SCL Working Paper by **Peter A. Roberts** of UWI, Cave Hill, was published. It was the forerunner of the [SCL Occasional Papers](#) (OP) Series up to the present, making **2024 the 50th Anniversary of SCL's first publication**.

1976 — The first official biennial SCL Conference was held in 1976 at the [University of Guyana](#) (UG).

1978 — **John E. Reinecke** (USA) and **Douglas MacRae Taylor** (UK) were elected Honorary Members of the SCL.

1980 — **Frederic Gomes Cassidy** was elected Honorary Member of the SCL. Former President Frederic Gomes Cassidy (Jamaica) presented the presidential gavel (made of the Jamaican hardwood Lignum Vitae) to the Society at the 3rd Biennial Conference in Aruba 1980.

1982 — American-born John E. Reinecke, a pioneer in the scientific study of contact languages, passed away in 1982. Reinecke's wish was to support scholarly study of these languages, including the recognition of the future linguists of the English-official Caribbean, UWI and UG students, and the **John E. Reinecke Fund** was lodged at Mona.

1982 — **Robert B. Le Page** (UK) and **Antoine Johannes Maduro** (Aruba) were elected Honorary Members of the SCL.

1983 — The first [SCL book](#), *Studies in Caribbean Language*, edited by Lawrence D. Carrington (Trinidad & Tobago), in collaboration with Dennis R. Craig (Guyana) and Ramón Todd Dandaré (Aruba), was published in St. Augustine. This edited volume comprised peer-reviewed submissions originally presented as papers to the Third Biennial Conference, SCL Aruba 1980.

1986 — The first joint conference held in 1986, with the American Dialect Society at the 6th Biennial Conference, at the UWI, St Augustine, Trinidad & Tobago.

1988 — [Pauline G. Christie](#) (Jamaica), The University of the West Indies, Mona was elected as the Society's eighth President and its first female President.

1988 — SCL Bahamas 1988 saw the beginnings of the Society for Pidgin and Creole Linguistics (SPCL).

1990 — **Dennis R. Craig** (Guyana) was elected Honorary Member of the SCL.

1994 — SCL held its second double joint conference, this time with SPCL in 1994 in Guyana, and again in 2008 in French Guiana, and a triple joint conference with SPCL and the Associação de Crioulos de Base Lexical Portuguesa e Espanhola (ACBLPE) in Curaçao in 2004, and in Aruba in 2014.

1994 — **S.R. Richard Allsopp** (Guyana) was elected Honorary Member of the SCL.

1998 — **Mervyn C. Alleyne** (T&T) and **Pauline G. Christie** (Jamaica) were elected Honorary Members of the SCL.

1998 — Lise Winer (Canada) presented SCL with its very own [sequin-covered SCL banner](#) in the style of a Haitian drapo at the SCL St Lucia 1998 conference.

2001 — The first [SCL Popular Paper](#), by Dame Pearlette Louisy, then Governor-General of St Lucia, was published in this year.

2002 — The [SCL Website](#) was launched, supplementing then replacing the traditional SCL Newsletter, later undergoing a redesign by students of Robin Sabino's at Auburn University, and gaining its now outgoing webmaster/designer, Alison Johnson of UWI, Cave Hill, at SCL Barbados 2010.

2004 — [The SCL logo](#) was designed by Brown and Partners Ltd. in Port-of-Spain. Blue represents the colour of the Caribbean sea that unites us, and orange-red represents the languages we speak or sign (the shades of red represent the differences in the languages we use), and the figures represent individuals coming together to form a Society, the arms being used in animated oral conversation and signed communication, reaching out from the Caribbean to the wider world.

2007— SCL entered social media, with its [Facebook group](#) created on 7 November 2007, and later the launch of its [Facebook page](#) on 3 November 2012, [Twitter/X](#) in 2014, [Instagram](#) in 2020, and [YouTube](#) in 2020.

2008 — SCL partnered with UWI to host the Caribbean Language and Linguistics Institute (CLLI) at The UWI, Mona.

2008 — **Lawrence D. Carrington** (T&T) and **George L. Huttar** (USA, a founding member of SCL) were elected Honorary Members of the SCL.

2014 — The Society developed its new [SCL Members' Space](#)/Portal with WildApricot.org, serving as our Intranet.

2014 — **Ian E. Robertson** (Guyana) and **John C. Wells** (UK) were elected Honorary Members of the SCL.

2018 — The new series, [Studies in Caribbean Languages](#), is named after the first SCL book (1983), and was launched with Language Science Press, with all our book publications going online and open access.

2018 — SCL holds a multi-site conference in Costa Rica, between Heredia and Limón, in collaboration with the Society for Pidgin and Creole Linguistics and Universidad Nacional de Costa Rica (UNA).

2018 — **Hazel Simmons-McDonald** (St Lucia) and **Lise Winer** (Canada) were elected Honorary Members of the SCL.

2019 — The [Mervyn C. Alleyne Memorial Conference](#) was held in June 2019 at the Mona campus of The UWI.

2020 — SCL's first [Virtual Caribbean Language Festival](#) was held in August 2020, in lieu of a traditional face-to-face academic/scholarly conference.

2020 — SCL becomes a member of the [Comité International Permanent des Linguistes / Permanent International Committee of Linguists \(CIPL\)](#).



2022 — As a non-profit organisation, SCL became a company incorporated under the Companies Act, 1995 of Trinidad & Tobago.

2022 — **Velma Pollard** (Jamaica) and **Peter A. Roberts** (Barbados) were elected Honorary Members of the SCL.

2022 — SCL celebrated our **50th anniversary** as a Society at our 24th Biennial Conference and [first Virtual Conference](#) at the UWI, St Augustine campus where the Society was founded.

Visit us at <https://scl-online.net/> and see a list of our past Presidents and Executive Committees, FAQs, and much more on Caribbean Linguistics! Join us on [Facebook](#), [X](#), [Instagram](#), and [YouTube](#)!

■ ■ ■

Welcome from the University of Guyana, Local Organising Committee (LOC)

Tamirand Nnena De Lisser and Alim Hosein

Arekuna – “Wakupe kuru auyesa' man Guyana pona”

Akawaio – “Wake' pe kuru' ayesak kong mang Guiana pona”

Carib – “Juhah Owopimasan mah Guyana'wah”

Creolese – “Awi glaad ayu kom a Gaiyana! ”

English – “Welcome to Guyana”

Lokono – “Maburika toho washikwabana Guyana”

Makushi – “Morîpe erepantî Guyana pona”

Patamuna – “Tenki pe Guyana mùkaklanpa yaik”

Waiwai – “Kiriwanhe mîmochow Guyana pona”

Wapishan – “Wadapapan ipai unao wawiizi Guyana ati”

Warrau – “Yakeraja Yarokotu Guyana Eku”

In the languages of the peoples of Guyana, the Local Organising Committee of the SCL/SPCL 2024 Conference is delighted to welcome you to Guyana, “The Land of Many Waters” – but also the land of many faces, ethnicities, and languages! Guyana’s linguistic history stretches back more than 7,000 years to the First Peoples who came here and who still live here. Subsequent “arrivants” from Europe, Africa, India, China and the Caribbean added new languages, and in the twenty-first century, even more peoples are arriving to add their unique contributions to the linguistic landscape of Guyana. While it is said that Guyana is “the only English-speaking country in South America”, this statement belies the rich linguistic tapestry of this country. Perhaps it is for such reasons that Guyana is also a land of linguists – did you know that some of the most prominent Caribbean linguists are Guyanese? Cheers to Guyana!

When it comes to the SCL and SPCL, Guyana is also a special place. The first official biennial SCL Conference was held here at UG in 1976, almost 50 years ago, and the first SCL/SPCL joint conference was also held in Guyana in 1994, 30 years ago. We at UG are, once again, extremely delighted to be the venue of choice to host the first face-to-face/in-person SCL/SPCL joint conference following the COVID-19 Pandemic.

This conference comes back to Guyana at a time when interesting developments are happening with respect to education in Indigenous languages. Also, there is change in the language in the streets as new waves of migrants find their way to Guyana. Amidst all this, discussion on the national Creolese language continues as Guyanese come to recognise the value of their linguistic heritage.

Much has also changed in the field of Creole and Pidgin studies since the heady days of the 1970s, and much has also changed with respect to the types of societies and technologies with which we work. Therefore, the theme of “Looking Back and Moving Forward” which guides this conference is apt.

The business of this conference — exploring innovations in language theory, policy and practice — is extremely important for us as researchers and for the millions of people around the world who use Indigenous, Creole, Pidgin, Sign and other languages. Our collective effort is to bring information, understanding and insight into these languages as a way of helping to create better conditions for their speakers.

At this conference, among the discussion of Caribbean languages, including Indigenous, Creole, Sign and Pidgin languages, we look forward to participants exploring the rich linguistic diversity of Guyana, through academic presentations, workshops and exhibitions, and linguistic field trips and excursions. We encourage everyone to actively participate in the discussions as your insights and feedback are invaluable and crucial to the collective success of this conference.

We welcome you all to Guyana, as we aim to deliver a productive and memorable experience. And as we say here, “abii glad ayu kom.”

The University of Guyana (UG) in Brief

The University of Guyana, the national University of Guyana, now in its 60th year, was founded in October 1963, three years before Guyana became independent. UG, as it is fondly referred to, is currently celebrating its 60th anniversary with renewed focus on becoming the leading teaching and research University in Guyana.

UG offers over 160 distinct programmes in over 60 disciplines from certificates, Bachelor’s degrees, Master’s Degrees to PhDs. These programmes are offered online, face-to-face or in blended formats.

UG delivers through a Guyana-based system across eight campuses. This includes its 35-year-old community-based institute for Distance and Continuing Education (IDCE) and the second major campus at Tain in Berbice celebrating its 25th anniversary in 2025.

The University of Guyana’s student population is over 11,000. Through its 8 Faculties, including an accredited College of Medical Sciences, School for Entrepreneurship and Business Innovation and the School for Earth and Environmental Sciences which is ranked #5 globally, UG has provided education, training and research for over 60,000 alumni over its 60-year history with significant national and global impact. Other faculties include the Faculty of Engineering and Technology, the Faculty of Agriculture and Forestry, the Faculty of Natural Sciences, the College of Behavioural Sciences and Research, the Faculty of Education and Humanities and the Faculty of Social Sciences.

The University is also home to 10 Research Institutes including the internationally important Centre for Biodiversity, the Institute for Food and Nutrition Security, the Institute for Innovation, Research and Entrepreneurship, the Institute for Energy Diplomacy, the Green Institute, the Institute for Human Resilience, Strategic Security and the Future, and the International Centre for Excellence in Early Childhood Education.

The mission of the University of Guyana is to discover, generate, disseminate and apply knowledge of the highest standard for advancement of communities, the nation, and mankind within an atmosphere of academic freedom, transparent accountability, pragmatic innovation and universal respect.



UG's forward-thinking Blueprint 2040 is currently setting the course for the University's future design and institutional response to the changing needs of Guyana, the region and the world. Visit UG at www.uog.edu.gy.

The Guyanese Languages Unit (GLU)

The Guyanese Languages Unit (GLU) is an independent, volunteer-led body within the Department of Language and Cultural Studies, Faculty of Education and Humanities at the University of Guyana. It is affiliated with the International Centre for Caribbean Language Research (ICCLR). The founding principles of the GLU are set out in *The Charter for Language Policy and Language Rights in the Creole-Speaking Caribbean*.

The GLU is dedicated to the mission of the University of Guyana: "To discover, generate, disseminate, and apply knowledge of the highest standard for the service of the community, the nation, and of all mankind within an atmosphere of academic freedom that allows for free and critical inquiry" (University of Guyana Academic Board, 2001).

Our activities currently fall into three broad areas:

Advocacy: Public education about Guyana's native languages, to combat negative stereotypes about local languages

Language revitalisation: Supporting and encouraging individuals and communities to speak their endangered languages at home and in other social domains to ensure the languages' survival

Translation and Interpretation Work: Translating documents and other content into Guyanese indigenous languages and Creolese for public and private entities and for all types of media.

Visit us at: [The Guyanese Languages Unit – Department of Language & Cultural Studies, University of Guyana](#)





SPCL

Society for Pidgin and Creole Linguistics

Welcome from the President of the Society for Pidgin and Creole Linguistics (SPCL)

Eeva Sippola

I am honoured and delighted to welcome you to the 25th Biennial Conference of the Society for Caribbean Linguistics, jointly held with the Society for Pidgin and Creole Languages (SPCL) at the University of Guyana. After the pandemic, this is the second in-person conference of the SPCL, and we are proud to join together with the Society for Caribbean Linguistics – it is a great pleasure to be with you here in Guyana!

We are pleased to return to discuss and to debate matters related to Caribbean languages and language contact under the conference theme “Looking Back and Moving Forward: Innovations in Language Theory, Policy and Practice.” In addition to descriptive and theoretical issues, the topics in the programme range from historical sociolinguistics to language in diaspora, education and lexicography showcasing the diversity of issues relevant to speakers and researchers as well as the importance of studying contact languages in today’s world. Also, themes related to the Guyanese realities are present, as for instance in the panel on Berbice Dutch Creole.

The SPCL strives to provide a unique, open platform for linguists and language scholars and activists to present and advance their research, as well as to network and engage in professional development. Our object is the study and documentation of Pidgin and Creole languages worldwide, including the Caribbean, together with other languages or dialects of other languages influencing them or influenced by them. The Society also invites you to submit to the *Journal of Pidgin and Creole Languages* (JPCL) and to follow our online activities organised together with the Linguistic Society of America. The journal aims to provide a forum for the scholarly study of Pidgins, Creoles, and other contact language varieties, from multi-disciplinary perspectives, and online activities are announced on our website.

While the scientific programme at this conference promises to be an outstanding experience, we hope that you will also enjoy the rich cultural life that Georgetown and Guyana have to offer. In connection to this, I would like to extend my heartfelt thanks to the Local Organising Committee for their work and effort.

Welcome to the 25th Biennial Conference of the Society for Caribbean Linguistics, jointly held here with the Society for Pidgin and Creole Linguistics. I hope you will find this conference inspiring and rewarding.

The Society for Pidgin and Creole Linguistics (SPCL)

The Society for Pidgin and Creole Linguistics (SPCL) is organised in the interest of the academic community and not for profit. Its object is the study and documentation of Pidgin and Creole languages worldwide, together with other languages or dialects of other languages influencing them or influenced by them. The Society adheres to standard ethical guidelines for academics including fieldwork. The first meeting of the SPCL was held in Washington in January 1989 in conjunction with the Linguistic Society



of America. This was three years after the launch of its affiliated publication of the *Journal of Pidgin and Creole Languages*. The background to the formation of the Society is elaborated by Glenn Gilbert (2005): “SPCL in Retrospect.”

The Society's journal, the *Journal of Pidgin and Creole Languages* welcomes submissions. More information can be found on the journal's website.

Modest financial aid from the Stephen Peck Fund is open to all students who have financial needs, and are studying Creoles, Pidgins and/or other contact languages, for the purpose of attending conferences of the SPCL.

The SPCL awards Lifetime Awards and Student Awards. The SPCL Lifetime Award is given in recognition of outstanding contributions to Creole studies and contact linguistics over many years. The SPCL Student Award recognises scholars early in their career who have presented an outstanding research paper at an SPCL conference. This is awarded annually by the Executive Committee to students who have presented their research at the Summer or Winter meetings.



In Memoriam

Dr Renata de Bies



Surinamese linguist and a leading expert on Surinamese Dutch, former SCL member Mevr. Dr Renata de Bies passed away on 13 May 2024. Dr de Bies, who served as Dean of the subfaculty of Humanities at the Antom de Kom University in Suriname, had a longstanding affiliation with the Allsopp Centre of The University of the West Indies, Cave Hill, having served as one of the members on its Advisory Board.

Dr de Bies was the lecturer for the Second Annual Richard Allsopp Memorial Lecture. She presented on the topic “**The Dictionary of Caribbean English Usage: A Guiding Light in the Development of Caribbean Lexicography of the Twenty-First Century.**” Her talk focused on exemplifying the contribution of the *Dictionary of Caribbean English Usage* (DCEU) in the documentation of Caribbean English as well as other Caribbean languages (Dutch, French, French Creole, Spanish) since the dictionary contains several loanwords from amongst those languages and how the DCEU has laid the foundation for the macrostructure of future Caribbean dictionaries.

Dr Jason F. Siegel, the Director of the Allsopp Centre, had this to say about her selection: “In 2017, Barbados was to host the 21st Biennial Dictionary Society of North America (DSNA) Meeting, which was the first time the conference was being held outside mainland North America. It was important to me that we make the conference feel like a truly West Indian event. The Allsopp Memorial Lecture was to serve the role of a keynote speech, which most DSNA meetings do not have, and we wanted the speaker to be a Caribbean linguist who could talk about bilingual and monolingual lexicography in the region. Dr de Bies was an easy choice, and she did not disappoint, linking the DCEU to her own work in a way that demonstrated the interconnectedness of our entire region.”

The Allsopp Centre is honoured to have worked with Dr de Bies throughout the years and acknowledges her contribution to the preservation of the Surinamese Dutch language. We are deeply saddened to hear about her passing and send condolences to her family, friends, and colleagues.

Moge zij rusten in vrede — May she rest in peace

. ■ ■ ■

General Information



Jay & Sylvia Sobhraj Centre

Wifi



SSID: SCL Password: SCL@UG2024

Registration

Observers can register [here](#).

Membership Dues

- Payments of outstanding membership dues for SCL can be made [here](#).
- Payments of outstanding membership dues for SPCL can be made [here](#).

Guidelines for Chairs and Presenters

- Chairs and presenters should arrive at least 15 minutes before their sessions.
- Chairs and presenters should ensure that microphones are working and that presentations can be shared properly before the start of each session.
- The order of presentations in a session should not be changed (even if a presenter is absent). Participants may be planning to change session rooms in order to hear particular presentations.
- Chairs should announce the title of all papers (in the language in which they will be given) at the beginning of each session, and each title and author/presenter before each individual presentation.

- Presenters are allowed 20 minutes for their presentations and 10 minutes for questions and answers.
- Presenters will be reminded 5 minutes before wrap-up time. Chairs should recognise, in order, questions from the audience, and make sure no one takes an unfair amount of time. If no one from the audience poses a question, or there is time left, then the chair may ask questions.

Session Rooms

- George Walcott Lecture Theatre (GWLT)
- Sobhraj Centre - Rooms 1 and 3
- Education Lecture Theatre (ELT)

Coffee and Tea Breaks - Sobhraj Centre - Room 2

Lunch - Multipurpose Complex

Queries and Assistance

For assistance, please contact [secretary \(a\) scl-online.net](mailto:secretary(a)scl-online.net) or message us on the Facebook event page: <https://www.facebook.com/events/168762939596635>

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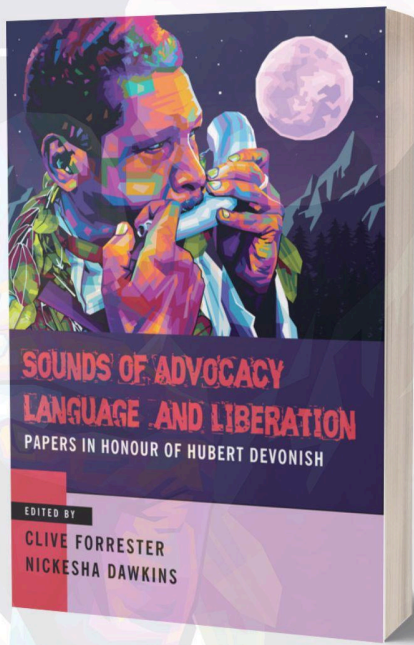
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Conference selection

SCL 2024

Guyana, 5-9 August 2024

John Benjamins will be virtually present at SCL 2024. Check out our promotional material and discount order form through the links below. If you wish to talk about our books, your work, and possible publishing projects please get in touch with An

- **Discount order form (PDF)** for conference participants
- **JB journals pages**, with ToCs, abstracts, sample issues, and submission guidelines
- **Guidelines for book proposals**
- Other links: **Our homepage**, our **e-platform**, **Facebook**, **Linked In** and **Twitter**

Check out our selection of top titles for this conference!

Field Trip

[Video - Orealla Field Trip](#)

Bow Kai yah! halai Kah Jah koo hah! Greetings!

Come explore the rich linguistic legacy of Guyana on a trip to the Indigenous village of Orealla! Orealla is a small, picturesque village that is nestled in a unique geographic location, 60 miles up the Corentyne River. It is one of two Indigenous Guyanese communities along the Corentyne River, the other being the sister village of Siparuta. The name Orealla originates from the Lokono (Arawak) word *Owyara* which means 'chalk', as reflected in the chalk hills which characterise the village.

Come and interact with some of the villagers who still speak their indigenous languages – most of whom are advanced in age. Chat with the young people and understand the efforts they make and the challenges they face in their quest to revitalise their heritage languages.

The village's 2,000 residents are a mixture of predominantly Arawak and Warrau peoples, with some intermixture of other Indigenous tribes and also Africans and Indians. They live a life engaged in farming, fishing, hunting, timber harvesting, and craft making. During your visit, you will experience the life of the village and witness first-hand their tradition of cassava bread and cassareep making, which plays a huge part in maintaining the age-old diet of the villagers.

Cameras do no justice to the wonderful scenery of Orealla! Come and see for yourself! There is an abundance of flora and fauna, such as deer, labbas (lappe, paca), quamaras (rabbits), nakoos (monkeys), snakes and various domous (birds). Even Guyana's national bird, the Canjie Pheasant, can be spotted along the banks of the Corentyne river.

Orealla offers a unique situation of people living between languages and between cultures and traditions. This one-day field trip opens the door to a whole new linguistic experience which you will remember forever! *Maraisa nariani nay* — goodbye my friend... until we welcome you to Orealla! ■ ■ ■

Day-by-Day Programme Details

DAY ONE – Monday 5 August 2024

Opening – George Walcott Lecture Theatre (GWLT)

<https://zoom.us/j/99681651103?pwd=qZWwFth2FZ7yz2LKFqy3g98tWXpWKe.1>

Webinar ID: 996 8165 1103

Passcode: 25SCLC24

5:00 – 5:55 p.m.	Opening - <i>Dr Tamirand Nnena De Lisser and Indigenous Voices</i> Senior Lecturer, Faculty of Education & Humanities		
	Welcome - <i>Prof. Paloma Mohamed</i> Vice-Chancellor XI, UG		
	Greetings - <i>Dr Roslin Khan</i> Immediate Past Dean, Faculty of Education and Humanities		
	Greetings - <i>Dr Clive Forrester</i> President, Society for Caribbean Linguistics		
	Greetings - <i>Dr Eeva Sippola</i> President, Society for Pidgin and Creole Linguistics		
5:55 – 6:10	Performance - <i>UG Talent Ambassadors</i> <i>Legends of Yore</i>		
6:10 – 7:15	Introduction of Keynote Speaker - <i>Dr Carolyn Cummings</i> Head, Department of Language and Cultural Studies		
	Keynote Address - <i>Prof. Marta Dijkhoff</i> Director, Instituto Nashonal di Idioma Curaçao (National Language Institute of Curaçao) Former Minister of Education, Netherlands Antilles		
	Discussion		
7:15 – 7:20	Closing - <i>Alim Hosein</i> Senior Lecturer, Faculty of Education & Humanities		
7:20 – 8:30	Refreshments, Meet and Greet		
DAY TWO – Tuesday 6 August 2024			
8:30 – 9:30	Session 1 – GWLT Chair: Ronald T. Francis		
8:30 – 9:00	SCL Presidential Plenary – <i>Clive Forrester</i> Discussions		
9:00 – 9:30			
9:30 – 10:30	Session 2A – Room 1 Sobhraj Centre Panel: Wapichan Bilingual Education in Guyana Chair: Alim Hosein	Session 2B – Room 3 Sobhraj Centre Panel: Language Learning and Development Chair: Bonita Hunter	Session 2C - ELT
9:30 – 10:00	Insights from an Intercultural Bilingual Education Programme in Guyanese Wapichan communities <i>Silverius Perry and Mureen Aguilar</i>	Simplification versus Transfer in L2 Morphology: A Comparative Analysis of Language Distance and Language Transfer in the English Writing of St Lucian and German Students <i>Ronald T. Francis and Philipp Meer</i>	
10:00 – 10:30	The Politics and Practice of Home Language Education: A Study of the Quality Bilingual Education Programme-2 in Guyana <i>Trevon Baird, Adrian Gomes, Charlene Wilkinson,</i>	“Dem se mi chat bad”: An Exploration of Linguistic Trauma and Phonological Development in Jamaican Children <i>Tanyia-Joy Wilkins</i>	

	<i>Hubert Devonish and Daidrah Telfer</i>		
10:30 – 11:00	COFFEE BREAK – Room 2 Sobhraj Centre		
11:00 – 1:00	Session 3A – Room 1 Sobhraj Centre Panel: Dutch Creole Chair: Peter Bakker	Session 3B – Room 3 Sobhraj Centre Panel: Innovations in Grammaticalisation and Phonology Chair: Korah Belgrave	Session 3C – ELT
11:00 – 11:30	The Origin of Berbice Dutch Creole: A Discussion <i>Silvia Kouwenberg, Bart Jacobs, Mikael Parkvall, Peter Bakker</i>	SCroll: The Database of Subordination in Creole Languages <i>Stefano Manfredi and Nicolas Quint (delivered by Bettina Migge)</i>	SIL Language Survey Workshop
11:30 – 12:00		Subordinate Constructions in English-lexifier Creoles: Adverbial Complementation <i>Bettina Migge and Paula Prescod</i>	
12:00 – 12:30		Beyond <TH>: Orthographic Insights into Jamaican Patois-English Non-identical Cognate Spelling <i>Tonia Williams, Kate Nation and Sonali Nag</i>	
12:30 – 1:00		The Acoustic Phonetics of Trinidadian Archetypes <i>Patrice C. Quammie</i>	
1:00 – 2:00	LUNCH - Multipurpose Complex		
2:00 – 3:30	Session 4A – Room 1 Sobhraj Centre Panel: Digital/Modern Technologies Chair: Daidrah Telfer	Session 4B – Room 3 Sobhraj Centre Panel: Play de Music Chair: Carolyn Cummings	Session 4C – ELT
2:00 – 2:30	Building an Indigenous Language Translation Portal Using Artificial Intelligence <i>Lance Hinds</i>	Wa Kain a Slak Sang Dat: Censorship Techniques in Jamaican Dancehall Music <i>Byron M. Jones Jr.</i>	SIL Language Survey Workshop
2:30 – 3:00	Abya Yala Stone Project: Multilingual Inter-Indigenous Language Interpretation <i>Juan Avilés Morales</i>	Kriol iina di Myuzik: Caribbean Translanguaging <i>Valeria Busnelli</i>	
3:00 – 3:30	Guylingo: The Republic of Guyana Creole Corpora <i>Christopher Clarke, Roland Daynauth, Charlene Wilkinson, Hubert Devonish and Jason Mars</i>	Pul op!: An Exploration of Jamaican Creole Directives in the Live Performances of Jamaican Artistes <i>Byron M. Jones Jr., Nickesha Dawkins, and Joseph T. Farquharson</i>	
3:30 – 4:30	Session 5 – GWLT Chair: Eeva Sippola		
3:30 – 4:00	SPCL Lifetime Achievement Award		
4:00 – 4:30			
4:30 – 5:00	COFFEE BREAK – Room 2 Sobhraj Centre		

5:00 – 6:30	Session 6A – Room 1 Sobhraj Centre Panel: Morpho-Syntax Chair: Shyrel-Ann Dean	Session 6B – Room 2 Sobhraj Centre Panel: Ideologies and Attitudes Chair: Janice Jules	Session 6C – ELT
5:00 – 5:30	Negative Concord Items in Haitian Creole <i>Junior Pierre Eden Février</i>	Towards a Methodology for Understanding Language Ideology in Jamaica <i>Kedisha Williams</i>	SIL Language Survey Workshop
5:30 – 6:00	Variation and Colexification of Possessive Noun Phrases in an English-related Creole <i>Joseph T. Farquharson</i>	Unveiling Insensitivity: A Qualitative Analysis of Inappropriate Comments in Social Media Discourse on Pressing Societal Concerns <i>Nicole Scott and Nadine Logan Ashley</i>	
6:00 – 6:30	A Comparison of Three Caribbean English Creoles <i>David B. Frank</i>	"Mi no chrri ina dat!": Language Play, Pro-Heteronormativity, and Linguistic Innovation in Jamaican Speech (V) <i>Amanda Gooden</i>	
6:30 – 7:30	Session 7 - ELT Chair: Clive Forrester		
6:30 – 7:00	Book Launch – <i>Sounds of Advocacy, Language and Liberation: Papers in Honour of Hubert Devonish</i> (UWI Press)		
7:00 – 7:30			
DAY THREE – Wednesday 7 August 2024			
8:30 – 10:30	Session 8 – GWLT Chair: Carolyn Cummings		
8:30 – 9:00	Plenary: Celebration of Guyanese Linguists		
9:00 – 9:30			
9:30 -10:00			
10:00 – 10:30			
10:30 – 11:00	COFFEE BREAK – Room 2 Sobhraj Centre		
11:00 – 1:00	Session 9A – Room 1 Sobhraj Centre Panel: Critical Pedagogies Chair: Charmaine Bissessar	Session 9B – Room 3 Sobhraj Centre Panel: Lexicography and Naming Chair: Kedisha Williams	Session 9C - ELT
11:00 – 11:30	Making Sense of Language Use in Trinidad & Tobago (V) <i>Reshara Alviarez</i>	Lexicography in Education: Required Dictionary Skills in the Greater Caribbean <i>Jason F. Siegel</i>	Language Policy Workshop (By invitation only)
11:30 – 12:00	A Pedagogical Challenge: Designing a New Approach to CXC-CAPE Communication Studies <i>Shyrel-Ann Dean</i>	A Multilingual Linguistic Atlas of the Caribbean: Results of a Pilot Study <i>Iyabo Osiapem and Jason F. Siegel</i>	
12:00 – 12:30	Towards a More Inclusive Language/Writing Classroom in Anglo-Caribbean Higher Education <i>George McCaulsky</i>	In Principle and in Fact: Jamaican Popular Music as a Community of Practice <i>Byron M. Jones Jr.</i>	
12:30 – 1:00	Learning Through Comics: Student Perceptions on Using Digital Comics for Standard English Grammar Acquisition in Barbados (V) <i>Voghn E. Tatem</i>	Nominalising Suffixes and the Naming Process of Taíno Toponyms in the Greater Antilles <i>Ivan Roksandic</i>	

1:00 – 2:00	LUNCH - Multipurpose Complex		
2:00 – 4:30	Session 10A – Room 1 Sobhraj Centre Panel: Attitudes and Perceptions in the Classroom Chair: Elsa Cromarty	Session 10B – Room 3 Sobhraj Centre Panel: Across Time and Space Chair: David Frank	Session 10C - ELT
2:00 – 2:30	Between Linguistic Imperialism and Linguistic Awareness: English Language Teachers’ Philosophies, Pedagogies and Practice <i>Carolyn Cummings</i>	Code Switching and Code Mixing in Haitian Creole Discourse within a Social Network of the Haitian Diaspora in Mexico City <i>Yanira Donaire</i>	Language Policy Workshop (By invitation only)
2:30 – 3:00	Primary Teachers’ Perspectives on the Value of Linguistics: A Call for Action <i>Tamirand Nnena De Lisser</i>	19th Century Antigua Creole Data from the Schuchardt Archive: A Chance to Look Back (V) <i>Sarah Melker</i>	
3:00 – 3:30	Teachers’ Perception of the Relevance of Linguistic Theory in English Language Education in Jamaica (V) <i>Clover Jones McKenzie and Tresecka Campbell Dawes</i>	The Status of French Creole in the English-Official Caribbean: A Comparative Sociohistorical Analysis <i>Ronald T. Francis and Jo-Anne S. Ferreira</i>	
3:30 – 4:00	Attitudes and Beliefs about the Use of Trinidadian English Creole as a Pedagogical Tool in the French Language Classroom in Trinidad <i>Mathilde Dallier</i>	Migration and Creole Identity in Cavite City, Philippines <i>Eeva Sippola and Marivic Lesho</i>	
4:00 – 4:30	Revisiting the Creole Continuum Debate in Light of Cognitive Models of Variation and Change (V) <i>Paulo Jeferson Pilar Araújo and Janaína Botelho</i>	From the Reign of English to Cultural Assertion: The Influence of Guyanese Creole on Guyanese English <i>Alim Hosein</i>	
4:30 – 5:00	COFFEE BREAK – Room 2 Sobhraj Centre		
5:00 – 6:00	Session 11 – ELT		
5:00 – 5:30	Book Launch – <i>Creole Cultures Vol. 2</i> – Duane Edwards (Palgrave Macmillan)		
5:30 – 6:00			
6:00 – 7:00	Session 12 – ELT		
6:00 – 6:30	SCL Biennial General Meeting (BGM) and Elections (All SCL Members should attend)		
6:30 – 7:00			
7:00 – 7:30			
7:30 – TBD	Games Night & Get Together – Casual Hangout/Lime @ Jaxx, Movie Towne		
DAY FOUR – Thursday 8 August 2024			
8:30 – 9:30	Session 13 – GWLT Plenary: Celebrating SCL 1976 to 2024 Chair: Joseph Farquharson		
8:30 – 9:00	Linguistics from the Ground Up: An Evaluation of the Role and Critical Advantage of Field Experience in the Approach to Language Study in Caribbean Creolophone Societies <i>Ian E. Robertson</i>		
9:00 – 9:30			
	Discussions		

9:30 – 10:30	Session 14A – Room 1 Sobhraj Centre Panel: Language Endangerment Chair: Charlene Wilkinson	Session 14B – Room 3 Sobhraj Centre Panel: Carnival Chair: Ben Braithwaite	Session 14C - ELT
9:30 – 10:00	The Current State of Macuxi (Karib family): An Endangered Language in Roraima (Brazil) <i>João Henrique Santos</i>	“I ain changing meh Dialect, meh Patois... ”: Language Attitudes in the Carnival Musics of Trinidad & Tobago <i>Nicha Selvon-Ramkissoon</i>	
10:00 – 10:30	Presentación de la Página Web: <i>InDiLPE del Caribe</i> , Inventario Digital de Lenguas en Peligro de Extinción del Caribe <i>Petra E. Avillán León</i>	A Phenomenology of Deaf People’s Experiences of Understanding and Music at Trinidad Carnival <i>Kristin Snoddon and Ian Dhanoolal</i>	
10:30 – 11:00	COFFEE BREAK – Room 2 Sobhraj Centre		
11:00 – 1:00	Session 15A – Room 1 Sobhraj Centre Panel: Language Maintenance and Death Chair: Eeva Sippola	Session 15B – Room 3 Sobhraj Centre Panel: Sign Language 2 Chair: Nicole Scott	Session 15C - ELT
11:00 – 11:30	Disallowed, yet Permitted? A Case of Attempted Language Death in Dominica <i>Agnes Nicholas</i>	Language through Touch: An Introduction to Tactile Languaging in the Caribbean <i>Ben Braithwaite</i>	Ian Robertson’s Film Fest
11:30 – 12:00	Venezuelan Warao migrants in Guyana: Communication Challenges, Educational Initiatives, and Developing a Nuanced Approach to Integration <i>Hugo Carnell</i>	Preliminary Observations on Two Linguistically Isolated Guyanese Amerindian Deaf <i>Keren Cumberbatch</i>	
12:00 – 12:30	Considerations of Language Preservation in Sustainable Tourism: A Case Study of Guarí Guarí (Bastimentos Island English-lexicon Creole) <i>Jake Salloum</i>	A Comparison of Name Signs in Two Established and Two Emerging Sign Languages: LIBRAS, LSV, Macushi Sign Language and Falmouth Sign Language - v <i>Eduardo Othon Pires Rodrigues and Paulo Jeferson Pilar Araújo</i>	
12:30 – 1:00	The Extent of the Use of Skepi Dutch Creole by Indigenous People in Essequibo: A Reassessment <i>Peter Bakker</i>	Attitudes to Sign Language Variation in the Caribbean <i>Ian Dhanoolal</i>	
1:00 – 2:00	LUNCH - Multipurpose Complex		
2:00 – 3:30	Session 16A – Room 1 Sobhraj Centre Panel: Bridging Linguistic Gaps Chair: Bettina Migge	Session 16B – Room 3 Sobhraj Centre Panel: Politeness and Romance Chair: Jason F. Siegel	Session 16C - ELT
2:00 – 2:30	Constitutional Reform as Language Policy Reform in Jamaica <i>Celia Blake</i>	The Pragmatics of Politeness in Anglophone Radio Stations from Tortola, BVI <i>Cristal R. Heffelfinger-Nieves</i>	SIL Language Survey Workshop

2:30 – 3:00	Bridging Linguistic Divides: Transforming a Linguistic Grammar into a Community Resource <i>Daidrah Telfer and Hubert Devonish</i>	Exploring Language and Communication in Long-Distance Romantic Relationships in the English-official Caribbean <i>Danielle N. McConney and Godfrey A. Steele</i>	
3:00 – 3:30	Session 17 – GWLT Conference Closing Ceremony		
3:00 – 3:30	Convene in Auditorium Reflections Chair – Dr Carolyn Cummings <i>Head, Dept. of Language & Cultural Studies</i> Closing Remarks Professor Paloma Mohamed Martin <i>Vice Chancellor Xi</i> Closing Remarks Bonita Hunter <i>Deputy Dean, Faculty of Education & Humanities</i> Closing Remarks Dr Clive Forrester <i>President, Society for Caribbean Linguistics (2022–2024)</i> Closing Remarks Dr Eeva Sippola <i>President, Society for Pidgin and Creole Linguistics</i> Performance Nathania Hamilton-Samad <i>“Musical Rendition”</i> Vote of Thanks and Closing Dr Tamirand Nnena De Lisser, Alim Hosein & 10 Indigenous Peoples of Guyana <i>LOC & Guyana’s Nations</i>		
3:30 – 4:00	BREAK		
4:00 – 4:30			
4:30 – 5:00			
5:00 – 5:30			
5:30 – 6:00			
6:00 – TBD	Cultural Night and Conference Dinner		
DAY FIVE – Friday 9 August 2024			
All Day	Orealla Village Field Trip		

Presenters' Profiles and Contact Information

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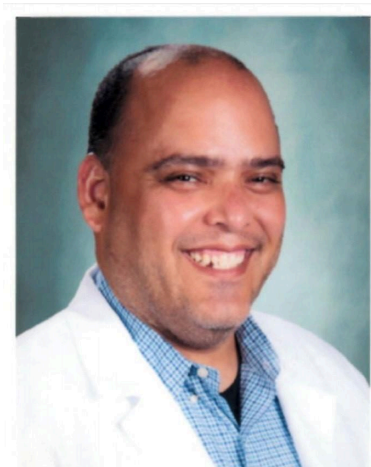
Mureen Aguilar is a proud Wapichan mother and teacher from Maruranau Village, in the Deep South Rupununi, Region 9 of Guyana. She attended the Cyril Potter College of Education and graduated in 1997 and later pursued studies at the University of Guyana where she earned her Bachelor's Degree in Education Administration in 2010. She is a trained Graduate Nursery Head teacher attached to the Maruranau Nursery School with 27 years of teaching experience. She is also a proactive member of the "Wapichan Wadauniinao Ati'o"/ Wapishana Literacy Association, a Non-Governmental Organisation which promotes Adult Literacy reading and writing classes and cultural identity.



Reshara Amy ALVIAREZ

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Reshara Amy Alviarez was born and raised in Trinidad & Tobago before emigrating to Canada. She has recently completed her PhD in Language and Literacies Education at the Ontario Institute for Studies in Education at the University of Toronto. Her doctoral research is focused on promoting accessibility in education through supporting innovative language-in-education policies that celebrate the linguistic and cultural diversity of children. This research assesses how monolingualism in this context is preserving the language hierarchy in the country, posing challenges to children's universal right to education in their mother tongue. In opposition to the monolingual orientation in education, this research proposes an approach rooted in plurilingualism and intercultural education.



Juan Ramón AVILÉS MORALES

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By day, Dr Avilés heals patients as a practising physician in the US. By night, he delves into the world of language as a graduate student of Applied Linguistics at Liberty University. His focus is on revitalisation of Arawakan languages.



Petra E. AVILLÁN LEÓN

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Petra E. Avillán León holds a PhD in Literature and Linguistics of the Anglophone Caribbean from University of Puerto Rico, Río Piedras (UPRRP). Her dissertation is entitled "The View of the Speaker and the Perception of Threat in the Development of Language Endangerment Typologies." In 2016, she coordinated the First Creole and Endangered Languages Colloquium at the College of Humanities of the UPRRP. She has spoken at different conferences on related subjects. She is currently working on *InDiLPE del Caribe; Inventario Digital de Lenguas en Peligro de Extinción*, a database and point of encounter for researchers of endangered languages at the College of General Studies at the UPRRP.

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Trevon Baird is an interdisciplinary academic who holds an MA in Anthropology and Cultural Politics from Goldsmiths, University of London and a BA in English from the University of Guyana, where he now lectures. Trevon uses anthropological methods and ideas to critically engage with his varied research interests spanning several disciplines, including: Political Economy, Ecology, Indigenous Studies and International Development

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Peter Bakker (Aarhus University) specialises in new languages (Pidgins, Creoles, mixed languages), working at the interface between linguistics, history and anthropology. He has published widely on these topics, including typological features of Creole languages and mixed languages, as well as on Indigenous languages of the Americas and Romani.



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Ben Braithwaite is a Lecturer in Linguistics at The UWI, St Augustine. His research focuses primarily on signing communities in the Caribbean.

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Carolyn Cummings is the current Head, Department of Language and Cultural Studies in the Faculty of Education and Humanities, University of Guyana, Turkeyen Campus. She currently teaches Applied Linguistics and English Language in the Department. Dr Cummings has been an educator for 25 years, was trained at the Cyril Potter College of Education and completed her Bachelor of Arts in English, majoring in Linguistics and minoring in Fine Arts at the University of Guyana. She has a Master of Arts in English Language and obtained a Doctor of Education (Educational Leadership in Higher Education) from The University of the West Indies. Her research interests include: cultural agenda setting and policy; popular culture; language and education policies; language and identity; and teaching English as a second language, especially in Creole-speaking environments. Her academic and professional experiences have provided a foundation which have fostered interest in the systems of education at all levels and deep appreciation for Languages, Linguistics, Literature, cultural diversity and artefacts.



Hugo CARNELL

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Hugo Carnell is a humanitarian researcher who conducted interviews and field observations towards his Master's dissertation in Guyana in 2022. He carried out in-depth study of Venezuelan Warao living in Guyana during this project, and he is interested in making contacts with other parties interested in supporting Warao communities.



Keren CUMBERBATCH

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Keren Cumberbatch (PhD) has been teaching linguistics at the Mona, Open/Global and St Augustine campuses of The University of the West Indies since 2000. Her academic interests include deaf studies, sign linguistics, patient communication, language documentation, endangered languages and adult education. Her civil interests are Deaf education and Deaf advocacy.

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Mathilde Dallier is an Assistant Lecturer in French and Coordinator for French, Portuguese and German at the Centre for Language Learning at The University of the West Indies, St. Augustine, Trinidad & Tobago. Presently a PhD candidate in Linguistics (UWI), she completed degrees in French as a Foreign Language (Université des Antilles, Schoelcher, Martinique) and English (Université Toulouse Jean Jaurès, metropolitan France). Her research interests include language attitudes, the first language (L1) and theatre in the foreign language classroom.



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Nickesha T. Dawkins, is a Linguistics Lecturer at the University of the West Indies, Cave Hill campus. Her research focuses on Phonetics & Phonology, and Language & Gender. Her PhD in Linguistics (UWI, Mona Campus, 2016) examined acoustic phonetics and gender. She recently translated the Universal Declaration of Human Rights into Jamaican Creole for the United Nations.

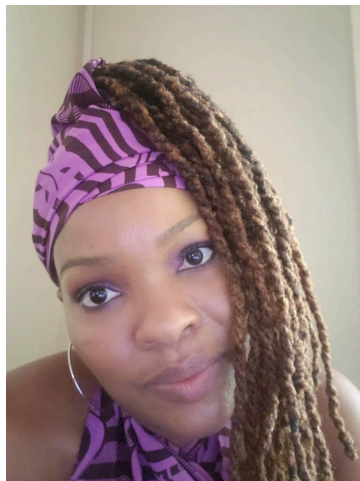


Shyrel-Ann DEAN

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Shyrel-Ann Dean is a dedicated educator serving the Jamaican education system for over twenty-five years. She is currently a full-time academic literacies instructor at The University of the West Indies, Mona, Jamaica in the Faculty of Humanities and Education in the Department of Language, Linguistics and Philosophy. She is

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Tamirand Nnena DE LISSER
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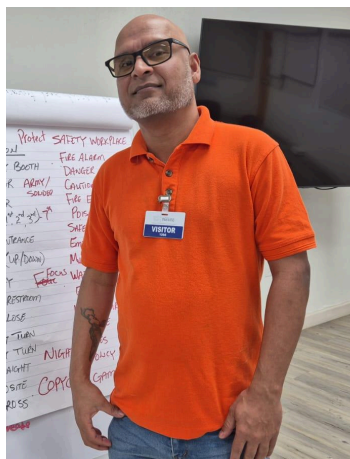
Tamirand Nnena De Lisser, Senior Lecturer of Linguistics in the Faculty of Education and Humanities, University of Guyana, holds an MA and a PhD in General Linguistics, a BA (double major in Linguistics and Language, Communication and Society), and a Postgraduate Diploma in Education. Her main research area is first-language acquisition of syntactic systems in Creole languages. Her multidisciplinary research interests straddle General Linguistics, Sociolinguistics, and Education. She is also a published translator for Jamaican. Tamirand is Chair of the Local Organising Committee.

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Hubert Devonish is Professor Emeritus 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. Prof Devonish served as President of the Society for Caribbean Linguistics, 1994–1996 and 2010–2012.

Marta DIJKHOFF
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Marta obtained her PhD in Linguistics from the University of Amsterdam in 1990, on the topic of the word structure of Papiamentu. Her doctoral thesis was also concerned with the language structure of Papiamentu and she was awarded the distinction *cum laude* by the University of Groningen. She also obtained a Master's degree in Applied Educational Sciences from the University of Twente. She has built a career in both directions at the Ministry of Education, as deputy head of the Instituto Lingwistiko Antiano (1983–1994) and later as secretary-general of the Ministry of Education and Culture (2013–2015). She was also Minister of Education between 1994 and 1998. In addition, she has taught various subjects, both at the teacher training colleges for languages and the teacher training colleges (University of Curaçao) and the local training college for behavioural sciences (HOGMA). Marta Dijkhoff is currently director of Dijkhoff Learning Unlimited and works as an advisor in various projects where language and education come together.



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Ian Dhanoolal is a deaf community leader, researcher, teacher, and activist from Trinidad & Tobago. He has worked on sign language research projects around the Caribbean, including in Trinidad & Tobago, Guyana, the Bay Islands, Grenada, Providence and San Andrés. In 2019, he won the Edward Miner Gallaudet award for his contributions to deaf communities in the Caribbean.



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Yanira is about to complete an undergraduate programme in Anthropology with a focus on Linguistics at the Universidad Nacional Autónoma de México (UNAM). For her undergraduate studies, she researched code switching and code mixing in Haitian Creole within the Haitian diaspora in Mexico City. Her interests are sociolinguistics and language contact situations.



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Joseph T. Farquharson is a Senior Lecturer in Linguistics at The University of the West Indies, Mona. He holds a BA in Linguistics and Spanish and a PhD in Linguistics from UWI, and an MPhil in European Literature (Spanish) from the University of Cambridge. He is the Coordinator of the Jamaican Language Unit (JLU), and a member of the Communication and Information Advisory Committee of the Jamaica National Commission for UNESCO. Joseph is Vice-President and the incoming President of the Society for Caribbean Linguistics.



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Clive Forrester has a PhD in Linguistics from The University of the West Indies, Mona. He is currently an Associate Professor, Teaching, in the Department of English Language and Literature at the University of Waterloo. He is the editor of the book *Language Rights and Social Justice in the Caribbean Context* and co-editor of *Sounds of Advocacy, Language, and Liberation*. He's a proud husband, a member of the Caribbean Association of Waterloo Region, and a force to be reckoned with on the dancefloor and in the kitchen. Clive is the President of the Society for Caribbean Linguistics 2022–2024.



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Ronald T. Francis is currently a Lecturer in Linguistics at The University of the West Indies, Cave Hill. Ronald holds a PhD in Linguistics from The UWI, St. Augustine. His research foci are learner corpus research, varieties of English, French-lexicon Creoles, and Creole phonology. He is the incumbent Secretary of the Society for Caribbean Linguistics.



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David Frank (PhD, UTA 1983) is a Senior Consultant in Linguistics for SIL International who specialises in descriptive linguistics, lexicography and discourse analysis. He has extensively studied certain French, English and Portuguese

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Adrian Gomes hails from the Wapichan Indigenous community of Maruranau, South Rupununi, Guyana, where is a language activist, coordinating the Wapichan Literacy Association. He taught at both the primary and secondary school levels and is currently a Researcher II at the Department of Languages and Cultural Studies, University of Guyana.

Amanda GOODEN

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Amanda is a PhD student in Linguistics at York University. She completed her BA at The University of the West Indies, Mona Campus, and her MA at York University. Her research interests include mesolectal variation, speech perception and language use by Jamaicans in the diaspora.



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Cristal Heffelfinger-Nieves is an Assistant Professor of English at the University of Puerto Rico, Río Piedras Campus, where she earned a PhD in 2019. Her areas of interest include pragmatics, ethnolinguistics, politeness studies, bilingualism, interpersonal communication, and the media. Her current research analyses linguistic politeness strategies in Anglophone Caribbean radio.



Lance HINDS

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Lance Hinds ((MSc University of Maryland, BSc Howard University) has close to thirty years' experience in the provision of services for the design, development and implementation of Information and Communication Technology (ICT) solutions for public, private and academic sector organisations. He specialises in ICT strategic planning and implementation at the national level and also specifically for rural community and hinterland development.



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Alim Hosein is a Senior Lecturer in the Department of Language and Cultural Studies, University of Guyana. He lectures in Linguistics and has also lectured in Literature and Art. He has a longstanding interest in art and culture, and has been publishing articles on Guyanese art in the respected *Stabroek News* for over thirty years. Alim is Co-Chair of the Local Organising Committee.

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Byron Jones is a Lecturer in the Department of Modern Languages and Linguistics at The University of the West Indies, St. Augustine. His areas of focus include theoretical linguistics, corpus linguistics, Creole studies, and sociolinguistics with particular interest in the intersection

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Silvia KOUWENBERG

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Silvia Kouwenberg is Professor of Linguistics and Dean of Humanities & Education at UWI Mona, where she began work in 1991. She publishes on the grammar and history of Caribbean Creole languages, notably Berbice Dutch Creole, Papiamentu, and Jamaican Creole. Silvia is former President of the SCL 2016–2018.



George McCAULSKY

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George McCaulsky currently teaches English language and academic writing at The University of the West Indies, Mona campus in Jamaica. He is also a PhD candidate in Education and Social Justice at the University of Lancaster. His research interests surround the intersections of language, gender and culture as well as issues related to inclusive and equitable education in the Caribbean.



Danielle McCONNEY

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Danielle McConney is keenly interested in interpersonal communication and in 2017 was awarded a Master’s Degree in Human Communication Studies, with distinction. She is currently a PhD candidate in Human Communication Studies at The University of the West Indies, St. Augustine Campus, Trinidad & Tobago.

Bettina MIGGE

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Bettina Migge is Full Professor of Linguistics at University College Dublin (Ireland) and member of SeDyL UMR 8202, France. She is co-editor of the *Journal of Pidgin and Creole Languages* and former President of the Society of Pidgin and Creole Linguistics. Her publications treat topics such as sociolinguistics, language contact, migration and postcolonial pragmatics, focusing on Creoles, language in Ireland and language and technology.



Agnes D. NICHOLAS

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A native of the Commonwealth of Dominica, Agnes migrated to the US Virgin Islands after completing secondary school. She is currently an Educator at the Charlotte Amalie High School (CAHS) where she teaches ELA 12 and Caribbean Literature. She also teaches ESL at the Adult Continuing Education (ACE) Night School programme.



Iyabo F. OSIAPEM
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Professor Osiapem is interested in language variation and identity constructions throughout the African Diaspora, but more specifically in the greater Caribbean region. She is working on a project tentatively titled “The Linguistic Atlas of the Greater Caribbean” with Jason Siegel (The UWI, Cave Hill) and Allison Burkette (University of Kentucky), which involves gathering linguistic data from representatives in every Caribbean nation. Before working at William & Mary, Professor Osiapem was a Postdoctoral Fellow at Washington University in St. Louis after finishing her PhD work at UGA. She regularly leads Study Away programmes in the Caribbean for students in her Caribbean Linguistics and Caribbean Languages and Cultures courses. Some of Professor Osiapem’s accomplishments include being the inaugural Richard Bland Faculty Fellow, serving as a CLA Fellow from 2016 to 2018, and being the director of the Africana House.

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Patrice is an alumna of The UWI, St Augustine and Cardiff University, having earned her BA in Linguistics and MA in Language Communication Research, respectively, from these institutions. She researches the phonetics, phonology, literacy and discourse within signed and spoken languages, and is currently an Academic Literacies Programme Instructor at The UWI St. Augustine.

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Ian Robertson is a retired Linguistics Professor from The UWI, St Augustine. His research interests 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 dealing with “normal” academic matters, documenting, exploring and enhancing indigenous knowledge, skills and practices and advocating for a proper understanding of the traditional knowledge. Prof Robertson is an honorary member of the SCL, and served as its Secretary-Treasurer (1988–1990) and President (1996–1998).



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Ivan Roksandic (University of Winnipeg) is a broadly trained linguist with a background in archaeology, epigraphy, and history of script. His current research explores the linguistic heritage of different pre-Colombian ethnic groups as expressed in the toponymy of the Caribbean, and morphosyntax of Jê languages, especially Xavante, and the subdivisions of that language family.



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Jake Salloum holds a BA (Hons) in Spanish with French and Linguistics. His Caribbean Studies Final Year Project focused on language endangerment within the Trinidadian French Creole/Patois-speaking community by examining potential revitalisation through its introduction into primary education. With additional undergraduate credits in International Relations and being currently employed at the Association of Caribbean States (ACS), Jake is determined to advance where language and policy overlap within the regional context.



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Nicole Scott specialises in Trinidadian French-lexicon Creole and has extensive experience in sociolinguistics and Creole language education. She currently works at the Mico University College and serves as the Vice-President/President Elect of the Society for Pidgin and Creole Linguistics.



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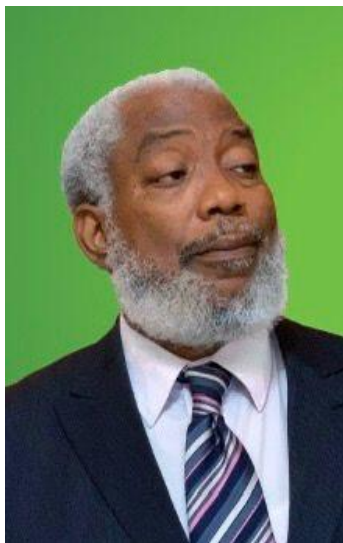
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Tonia Williams is a Jamaican Rhodes Scholar and DPhil candidate in Experimental Psychology at the University of Oxford, focusing on the linguistic interactions between Jamaican and English. She holds a Master's in Education from Harvard, and Bachelor's in Psychological Science and French from Vassar College, with extensive research on child cognitive development.

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Tanyia Wilkins Miller is currently a PhD candidate in Linguistics at The University of the West Indies, Mona. Her research interests include the interaction of Jamaican English and Jamaican Creole phonologies as well as phonological and literacy development in children. Her current research explores the developing phonology/ phonologies of school-age Jamaican children.



Charlene WILKINSON

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Charlene Wilkinson is a native of Guyana and language activist. Her introduction to linguistics was during her Master's Degree in Literature at Windsor University in Canada. Her teaching career in education spans nursery, primary, secondary and tertiary in Guyana, the US Virgin Islands, the USA, and Jamaica. She currently coordinates the Guyanese Languages Unit (GLU) at the Department of Language and Cultural Studies, Faculty of Education and Humanities at the

University of Guyana.

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Plenary Abstracts

DIJKHOFF, Marta B.

Instituto Nashonal di Idioma Curaçao

Traha un korokoro pa bebe awa: *Building a Throat to be Able to Drink Water*

Day 1

After 40 years working as a linguist, language planner and activist on the former islands of the Netherlands Antilles, in different work scenarios, I am honoured to have been granted the opportunity to look back and see the road I have travelled. This is a road many of us linguists from the Caribbean must travel, if we want to reach our goals as professionals within our field, and at the same time gain respect for our mother tongues or home languages.

To speak your language and to use it in education is a basic right for every human being. But in our societies, it is not the normal case. I will start by elaborating on this abnormalcy. It is generally linked to our colonial history, a time when Creole languages were considered oral and simple versions of European languages, spoken by the elite and considered to be complex, with a rich vocabulary and an extensive literary tradition. In comparison, the languages spoken by our ancestors had a low status and lacked appreciation even by their own speakers, as they were originally spoken by and spoken to by the then enslaved. We inherited this past, which still haunts us today.

Secondly, I will go through the process of language planning in the ABC islands, the problems we have encountered along the way and the solutions that we found or the lessons that we learned. I will touch upon the following aspects which have affected us during this 40-year process:

- a. Coming up with a vision: politics and power relations, building a network of change (government, school boards, teacher unions, national and local activism, public awareness);
- b. Executing the vision: laws and regulations, policy plans, the language planning process, bureaucracy and time planning;
- c. Realisation of the vision: resources, financial support and restraints, teacher training in pedagogical and language skills, production of school materials (for all levels of education), guidance and leadership (at all levels of education), action research, continuity and the innovation curve;

Different systems and contexts bring different solutions. I will finally compare our language context to that in other Caribbean countries and try to reach some tentative general conclusions and present some future trends we need to consider.

FORRESTER, Clive
University of Waterloo
The Linguist and the Community:
A Reflection on Caribbean Language Advocacy through three Stories

Day 2

This paper examines the evolution of language advocacy in the Caribbean through the personal and professional journey of a linguist. Three pivotal stories punctuate this narrative: a childhood experience in a Jamaican primary school, highlighting the consequences of failing English proficiency; an undergraduate's first foray into field research, marking the start of a research career; and a consultant role in a Canadian documentary, solidifying the linguist's expertise.

These personal reflections serve as a backdrop to analyse the changing landscape of Caribbean language advocacy. The paper explores how advocacy has shifted over time, highlighting the increasing importance of collaboration between linguists and the community. It proposes new directions for advocacy, emphasising the need for linguists to engage more directly with the community to address language-related challenges and promote linguistic diversity. This paper offers a unique perspective on language advocacy, blending personal narrative with scholarly analysis to advocate for a more inclusive and community-centred approach.

ROBERTSON, Ian E.
The University of the West Indies, St Augustine
SCL Honorary Member and Former SCL President
Linguistics from the Ground Up:
An Evaluation of the Role and Critical Advantage of Field Experience in the
Approach to Language Study in Caribbean Creolophone Societies

Day 4

This paper presents a challenge to the traditional academic approaches to the study of language in Caribbean societies in which the dominant language is a Creole. The paper critiques some of the more established approaches and presents a series of indicators of where these earlier approaches fail to adequately address significant challenges which a closer examination of field practice and exposure could readily resolve. The argument is supported by a series of observations of students' work in the field over a number of years. It is supported by comments, responses and observations made by informants to interviewers in a number of different linguistic contexts in Guyana. A corpus of audiovisual material is presented to underscore the claims being made in this presentation. The experiences in the field point to a more complete analysis of the languages and the societies in which they are found. The presentation looks at some of the guiding assumptions from scholars such as Bloomfield, Alleyne, Bickerton among others and shows where their work is deficient. One critical area is the failure to account to the principal users of the languages and the roles these languages play in developing accurate analyses and justification for the more esoteric approaches to language study. The position is based on the conviction that one primary objective of these studies should be the empowerment of the users through descriptions that speak to their reality as well as the need for a proper response to the responsibility to give a more balanced approach to such studies. The presentation returns to a position once raised by Roberts in 1979. It is supported by considerable evidence from actual fieldwork carried out in the last twenty years or so. It brings into focus language studies from the ground up. The paper examines some of the critical sets of information which could be informed by insights from the field. These include an awareness of the position of users of the languages on issues such as preservation and decline, the distinction between linguistic and national and/or geographic boundaries, transitional features, and language preservation in contact in various contexts.



Panel Abstracts

ALVIAREZ, Reshara

University of Toronto

Making Sense of Language Use in Trinidad & Tobago

In the twin-island Republic of Trinidad & Tobago, the introduction of standardised English in primary education is a critical milestone in many children's language development. Prior to this, their linguistic foundation often relies on their mother tongue, commonly Trinidadian or Tobagonian English Creole. While the Creole languages are prevalent and widely spoken across the country, the education system primarily uses standardised English as the language of instruction in school. Over the years, the linguistic landscape of the country has evolved to include various migrant languages, occurring concurrently with the reported national objective of enhancing children's performance in language and literacy development across the nation. Spanish-speaking Venezuelan migrants have significantly contributed to this growing diversity since 2015. After nearly eight years of temporary educational measures led by the UNHCR and the Response for Venezuelans (R4V) network of partners, a select group of migrant children gained access to the public school system in September 2023. This shift in policy, favouring the inclusion of migrants, carries far-reaching implications for key educational stakeholders, including educators, families, and children.

This marks a pivotal moment in Trinidad & Tobago's history, as the increasingly diverse student population necessitates re-evaluation of monolingual educational practices and policies. In this dissertation, I follow the work of Cummins (1996, 2000, 2007), Siegel (1997, 2005, 2006), Heineke et al (2012), Le Pichon-Vorstman (2020, 2021), Nero (2000, 2006, 2022), and others who advocate for language inclusive policies and practices in diverse educational contexts worldwide. I conduct an in-depth analysis of the current linguistic landscape and soundscape of a community in the region of Tunapuna/Piarco in the north of Trinidad, and I explore the existing language-in-education practices at a primary school in that community. Within the constraints of the available resources, curricular and assessment expectations, and patterns of language use and attitudes, I explore the levels of language awareness in teaching and learning. My research follows elements of the language-friendly approach in an Infants 1 and a Standard 2 classroom with the goal of informing language-in-education policies and practices through the lens of culturally responsive language education.

The findings from this study hold significance for educators and policymakers in Trinidad & Tobago, across the broader Caribbean region, and elsewhere where linguistic diversity necessitates an investigation of language-in-education policy. This research serves as a valuable contribution to the ongoing dialogue on language inclusivity and its implications for educational policy development in linguistically and culturally diverse contexts.

AVILÉS MORALES, Juan

C.O.N.C.H. and Liberty University

Abya Yala Stone Project:

Multilingual Inter-Indigenous Language Interpretation

Most contemporary Indigenous language dictionaries primarily prioritise the translation of the Indigenous language into a European language, such as Spanish, English, Portuguese, and others. Our objective is to devise a system that enables the seamless translation of Indigenous languages, such as converting Lokono into Cabecar or Wapichan. Various groups can employ the Rapid Word Collection technique, created by SIL International, to construct a dictionary for their language. We propose modifying the current Rapid Word Collection template to facilitate the integration and interpretation of multiple Indigenous languages within the Caribbean into other Indigenous languages. This may be accomplished by implementing a numerical classification system for each word and translating the Rapid Word Collection template into Dutch, French, Portuguese and Spanish. Translating words into different Indigenous languages

in the Caribbean and using a consistent number classification for each word on the template will expedite the inter-translation process of the Indigenous languages involved.

The application of advanced technologies like Artificial Intelligence, which includes machine learning, computational linguistics, and deep learning models, can significantly improve the speed of translating text across different Indigenous Caribbean languages. The objective is to offer a language translation that can be utilised for the advancement of future multilingual educational initiatives and intercultural interaction among diverse Indigenous communities. Our current emphasis will be on the Maipuran languages, specifically Lokono, Baniwa, Wapichan, and Wayuu. These languages were chosen because our communities are now attempting to initiate intercultural contacts among the groupings.

AVILLÁN LEÓN, Petra E.
Universidad de Puerto Rico, Río Piedras
Presentación de la Página Web, InDiLPE del Caribe:
Inventario Digital de Lenguas en Peligro de Extinción del Caribe

InDiLPE del Caribe (Inventario Digital de Lenguas en Peligro de Extinción del Caribe) es una base de datos bilingüe dinámica y en constante desarrollo, que consistirá en documentos, material audiovisual, estadísticas, glosarios y gramáticas de lenguas criollas e indígenas del Caribe insular y continental en peligro de extinción. Se constituye mediante una página web adscrita a la página de la Facultad de Estudios Generales de la Universidad de UPR en Río Piedras. La misma se puede acceder mediante el siguiente enlace: <https://generales.uprrp.edu/indilpe-caribe/>.

Durante esta presentación informaremos a la comunidad lingüística sobre este proyecto, sus alcances y áreas de reto. Además, invitaremos a la colaboración y a la divulgación de esta.

¿De donde nace la idea de InDiLPE del Caribe? Este proyecto surge de la mentoría del Profesor Mervyn Alleyne, ahora fallecido, quien durante el desarrollo de mi disertación, “The View of the Speaker and the Perception of Threat in the Development of Language Endangerment Typologies”, me indicó que debería incluir un capítulo en forma de inventario sobre las lenguas en peligro de extinción del Caribe. Luego del Dr Alleyne falleció, y por recomendación de mi comité, decidimos que sería mejor desarrollar el inventario más adelante. A tales efectos en el 2020 inicia el desarrollo del inventario de lenguas para la base de datos propuesta.

¿Habiendo páginas similares, hace falta InDiLPE del Caribe? Creemos que aunque hay páginas similares, tales como *Ethnologue*, *InDiLPE del Caribe*, es diferente porque aporta una experiencia interactiva, una plataforma de colaboración y aspira a servir para la formación de lingüistas en el área de las lenguajes en peligro de extinción.

¿Cómo describimos el proyecto InDiLPE del Caribe? InDiLPE del Caribe un espacio dinámico, interactivo e inclusivo; cuenta con un enfoque transdisciplinario e interdisciplinario visto desde los lentes de la Lingüística; incluyen componentes antropológicos, históricos y voces desde culturales cónsonos con del estudiante, la enseñanza y la investigación interdisciplinaria, la integración del conocimiento, y como potencial adicional, el *Inventario Digital de Lenguas en Peligro de Extinción del Caribe* proyecto entrelaza con otros proyectos que preservan y promueven patrimonios intangibles protegidos por la UNESCO

¿Quiénes componen nuestro equipo de trabajo? Lingüistas de universidades en Puerto Rico, Jamaica, Colombia y Canadá.

BAIRD, Trevon, Adrian GOMES, Charlene WILKINSON, and Hubert DEVONISH
University of Guyana, and The University of the West Indies, Mona
The Politics and Practice of Home Language Education:
A Study of the Quality Bilingual Education Programme-2 in Guyana

This is a study of the implementation of the Quality Bilingual Education Programme for Wapichan children in Guyana. The project is taking place across eighteen villages in a Guyanese Indigenous community in which Wapichan is the dominant but not the only home language. The context is simultaneously favourable and challenging. There is, since 2022, a

new revised national curriculum. According to it, home language, both in writing and speech, must be maintained and promoted in the classroom right through primary school and into secondary school. However, much of what this curriculum says about the home language and attainment targets is aspirational. Curriculum reference to skills and activities related to English are very explicit. As for skills and activities connected to home language, reference is typically either vague or just plain absent. Furthermore, no significant training on implementing the home language component appears to have been carried out.

The paper will document the ideological issues that had to be settled. These include facing off pressure for a transitional bilingual approach which promotes a premature switch to education in English, in opposition to the QBEP-2 team's insistence that, at the nursery school level, English should be excluded since too early an introduction of English might lead to subtractive rather than additive bilingualism as the child progresses through the school system.

The paper also tackles the organisational aspect of implementation. It covers the implementing of new classroom language practices by way of a formal university level in-service certification for the teachers in the project. The implementation is designed to be teacher-centred. The teachers in their role as trainees decide on and implement the desired classroom language practices. They do so while functioning as reflective practitioners and as researchers of their own practice.

The end point of the paper is the articulation of an envisioned model for home language implementation in education which (i) is teacher-centred rather than centrally directed, and (ii) uses the teacher training process to generate the teaching material to support languages newly introduced into the education system.

We hypothesise that this approach has significant advantages. It is very cheap to implement since the main implementation costs are the costs associated with training. It is also sustainable. The trainee cohorts have collective ownership of the design of their own classroom practices. The training process, in addition, has created a community of practice which extends well beyond the training programme itself.

BAKKER, Peter

Aarhus University

***The Extent of the Use of Skepi Dutch Creole by Indigenous People in Essequibo:
A Reassessment***

In the 1970s and 1980s, Ian Robertson published several pioneering articles about the spread and extent of Dutch-lexifier Creoles in Guyana (Robertson 1977, 1983, 1989). He used both data from historical sources and fieldwork in the 1970s.

The current presentation is an update on his research on the spread of Dutch Creole, using a range of additional sources that have become accessible since, and additional written sources that were not accessible to Robertson. These include travel accounts, missionary accounts, eye witness reports, Maroon advertisements, political documents and archival and also printed sources that recently came to light (Jacobs and Parkvall 2020, 2023). We will provide a geographical overview as well as an assessment of the Indigenous groups that were associated with Dutch Creole, including speakers of Cariban languages (Arawaio, Caribs), Arawakan speakers and Waraus.

The ubiquity of Dutch and Dutch Creole in the 18th and 19th century contrast with the absence of references to the use of Spanish in the region. This sheds a devastating light on the current claims of the Venezuelan dictator who claims that Essequibo is part of the Spanish colonial heritage.

BAKKER, Peter, Bart JACOBS, and Silvia KOUWENBERG

Aarhus University, Leiden University, and The University of the West Indies, Mona

***The Origin of Berbice Dutch Creole:
A Discussion***

Berbice Creole is perhaps the most Guyanese language there is. It was born on Guyanese soil, and was limited to the country's confines; it died out. Ian Robertson and Silvia Kouwenberg documented the language in the 1970s and 1980s. It is in many ways special among the world's

Creole languages, for instance because of its inflectional morphology, its exceptionally large component from a Nigerian language, Eastern Ijo, not present elsewhere in the Caribbean, and that its last speakers were primarily of Amerindian descent.

There are several contrasting ideas about the origin of Berbice Creole. This session will bring together people with different, often contradictory, views on the language, not for emphasising the differences, but in order to try and find a synthesis. We offer a series of questions that will be answered by participants, with a possibility of reaching a consensus on one or more bones of contention, and there will also be the possibility to join the discussion from the floor.

The main ideas are, simplified:

- (a) Berbice Creole developed as a Pidgin between Maroon traders in the early 1600s, and it became the language of the Bovianders;
- (b) Berbice Creole developed on the plantations on the Berbice River in the late 1600s, among slaves, and there it became a language with Dutch, Ijo and Arawak contributions, roughly as documented by Robertson, and Kouwenberg;
- (c) Berbice Creole was a Dutch-lexifier Creole with a modest African component, until the arrival of 300 enslaved Ijo-speaking Africans in 1712, after which the Ijo element was mixed into the language.

BLAKE, Celia

The University of the West Indies, Mona

Constitutional Reform as Language Policy Reform in Jamaica

Some twenty years after major reform of the Bill of Rights contained in its constitution, Jamaica is undergoing another wave of efforts at major constitutional reform. This current wave of reform is aimed fundamentally at achieving republican status. In both the previous and the current reform, the language question has emerged. In the previous reform, language rights advocates proposed to the pertinent parliamentary committee that language be included in the Constitution as a basis for non-discrimination. Although the committee supported the proposal in principle, language was not ultimately included as a prohibited factor in the reformed anti-discrimination provisions in the new Charter of Fundamental Rights and Freedoms.

In the current reform process, the government-established Constitutional Reform Committee (CRC), designed to provide oversight of the reform and public consultation process, invited the Jamaican Language Unit (JLU), the entity established as a result of the previous phase of constitutional reform, to make a submission on the language question. At a sitting in May 2023, the CRC heard the JLU submissions which not only reiterated the essence of the previous proposal, but also made a case that, as an emblem of the new republican status being sought, the Jamaican language be given special status in the Constitution as a common unifying language of the people.

This paper presents the substance of the 2023 submission to the CRC and explains the status of the reform process in connection with the language question. It considers the issue of constitutional reform as an instrument for language policy change in the context of the tenor of government/parliamentary approaches and responses to the language question in the waves of constitutional reform.

BRAITHWAITE, Ben

The University of the West Indies, St Augustine

Language through Touch:

An Introduction to Tactile Language in the Caribbean

The languaging of deaf-blind people in the Caribbean has been almost entirely overlooked in both language policy and linguistics research. This presentation provides an introduction to some of what is currently known about the topic, and presents data from a specific community in the Bay Islands in which there has been a linguistic tradition of tactile communication which goes back at least 100 years.

People who are both deaf and blind may have very different life experiences, etiologies, and language preferences. This presentation focuses on those whose primary means of

communication involves tactile signing, but recognises that this represents one of many modalities which deaf-blind people may use. Tactile signing is most commonly associated with people with Usher Syndrome, who are often born deaf and become blind later in life. Because of the particular histories and geographies of the Caribbean, Usher Syndrome appears to have been unusually common in the region. High incidences of Usher Syndrome have been identified in the Cayman Islands, the Bay Islands, and the Venezuelan island of Margarita (Braithwaite 2020). In the first two at least, this has resulted in the development of unique signing traditions which involve both visual and tactile communication.

To illustrate the best-studied of these traditions, I present a short analysis of data from a conversation between two signers in Roatan. Unlike most previous research on this community, which has focused on interactions between two deaf-blind signers, this conversation is between one deaf-blind and one hearing-sighted interlocutor (probably the most common type of interaction at present). This provides an opportunity to investigate how different modalities and communicative possibilities are employed by each interlocutor. The analysis demonstrates that tactile communication is not merely a last resort, used only when the interlocutor is unable to perceive language through other senses. The tactile modality makes possible ways of co-constructing meaning which signers may choose to use for stylistic reasons. For example, when discussing an attack he suffered, the deaf-blind signer makes use of a higher proportion of tactile techniques, despite the fact that his hearing-sighted interlocutor can perceive signs visually.

The communication needs of deaf-blind people in the Caribbean have been almost entirely overlooked in public policy. While the total number of deaf-blind people is very low, the risk of harm through lack of accessible public information and services is particularly high. I suggest that advocacy which focuses on the legal recognition of named languages may not be sufficient to the needs of many Caribbean deaf-blind people. Linguistic research is urgently needed to provide a foundation for advocacy and policy development which is informed by the specific challenges and resources of deaf-blind people and their communities.

BUSNELLI, Valeria
Universidad Nacional de Colombia
Kriol iina di Myuzik: Caribbean Translanguaging

The aim of this text is to understand the use and representations of the Kriol language in the musical-linguistic practices of young artists from the Archipelago of San Andrés, Providencia, and Santa Catalina (insular Colombian Caribbean). Specifically, this paper analyses the lyrics of songs and multimodal texts on social media by Joe Taylor Fire Band, Elkin Robinson, Hety and Zambo, Luisa Osorio and Oliva. They are young local artists with musical projects that combine Caribbean and global rhythms and participate in the music industry using plurilingualism: Islander Kriol, standard English, and Colombian Spanish.

The Archipelago is a place of multiple diasporas, crossed by linguistic, cultural, and interethnic disputes, with dynamics of (neo-)colonial violence. In this context, popular music unites the whole community emotionally and opens spaces for the innovation of cultural and linguistic identities.

In this paper, I emphasise Kriol as a language of creativity in musical practices such as lyrics and multimodal texts that circulate in digital media. This type of texts are a hybrid construction, an example of oralitura (Maglia and Moñino 2015), full of heterogeneous orthographies and morphosyntax, cross-linguistic varieties, voices and genres, with a dialogic continuity between orality and writing, which I propose to conceptualise as Caribbean translanguaging (Lewis, Jones, and Baker 2012; García and Wei 2014).

The popular culture is relevant to understand the intergenerational transmission of marginalised languages, such as the Islander Kriol, to account for its expansion of linguistic usage and to investigate how new identity articulations are generated in artistic creation.

CARNELL, Hugo
Independent Scholar
Venezuelan Warao Migrants in Guyana:
Communication Challenges, Educational Initiatives, and
Developing a Nuanced Approach to Integration

Indigenous Warao people have traditionally had a low social status in Venezuelan society, and Venezuelan development projects have led to the widespread displacement of Warao from their traditional homeland in the Orinoco Delta region of Venezuela. Over the past five years, several thousand Venezuelan Warao have migrated into Guyana in order to escape Venezuela's ongoing socio-political crisis. Their status as liminal crossborder 'wanderers' within Guyanese society is highly ambiguous, defined by both a broader pattern of cultural, linguistic, and economic isolation within wider Guyanese society and participation in gradualist, complex dialogues with humanitarian organisations and the Guyanese government. This article is based on several months of independent ethnographic field research in Guyana in 2022, including a visit to a Venezuelan Warao village in northwestern Guyana. This field research has been supplemented by semi-structured interviews carried out with key humanitarian stakeholders.

This paper aims, initially, to describe and critically interrogate the complex process of sequential translation and deliberation which is at the heart of dialogues with Venezuelan Warao communities in Guyana. Requests and proposals are translated from English into Spanish and relayed to an elite of Spanish-speaking Warao community leaders, who, after allowing the broader community to discuss the issue and arrive at a consensus, communicate the final decision back to the external interlocutors. This is a complex and consciously imperfect process marked by the intersection of very different sets of cultural norms, although some Guyanese humanitarian organisations have gradually developed a limited ability to communicate directly with Venezuelan Warao in their own language. Where successful humanitarian programming has been implemented with Venezuelan Warao, this has been defined by patience, tolerance, and humility on the part of humanitarian organisations.

Having explored the complexities of these everyday dialogues, this article goes on to discuss the role of longer-term education programmes in moving beyond these complex dialogues and fostering a degree of integration by Venezuelan Warao into broader Guyanese society. Despite the successful trialling of a pilot Warao-language Intercultural Bilingual Education (IBE) programme run by a community humanitarian organisation in 2021, this has not been developed into a longer-term initiative. Although some Venezuelan Warao children have been able to integrate into the English-medium Guyanese public education system in the intervening period, this process of educational integration is likely to contribute to a broader pattern of cultural and linguistic loss for Venezuelan Warao living in Guyana, especially in the context of Guyana's current rapid development pathway.

This article argues for the adoption of a nuanced approach to cultural and linguistic integration of Venezuelan Warao in Guyana, centring their broader agency in a way which allows them to preserve distinctive features of their culture and language and avoid becoming 'generic' Indigenous people defined by low social status within Guyanese society. The continued development and implementation of Warao-language IBE programmes should be at the centre of this wider initiative.

CLARKE, Christopher, Roland DAYNAUTH, Charlene WILKINSON,
Hubert DEVONISH, and Jason MARS
University of Guyana, and The University of the West Indies, Mona
Guylingo: The Republic of Guyana Creole Corpora

While major languages often enjoy substantial attention and resources, the linguistic diversity across the globe encompasses a multitude of smaller, Indigenous, and regional languages that lack the same level of computational support. One such region is the Caribbean. While Commonly labelled as "English-speaking", the ex-British Caribbean region consists of myriad Creole languages thriving alongside English. In this paper, we present Guylingo: a comprehensive corpus designed for advancing NLP research in the domain of Creolese (Guyanese English-lexicon Creole), the most widely spoken language in the culturally rich

nation of Guyana. We first outline our framework for gathering and digitising this diverse corpus, inclusive of colloquial expressions, idioms, and regional variations in a low-resource language. We then demonstrate the challenges of training and evaluating NLP models for machine translation in Creole. Lastly, we discuss the unique opportunities presented by recent NLP advancements for accelerating the formal adoption of Creole languages as official languages in the Caribbean.

CUMBERBATCH, Keren

The University of the West Indies, Mona

Preliminary Observations on Two Linguistically Isolated Guyanese Amerindian Deaf

There is a substantial body of research on various aspects and outcomes of language deprivation in hearing and Deaf people such as Glickman (2007), Hunsicker and Goldin-Meadow (2012) and Begby (2017). However, at present, research on language-deprived persons in the Caribbean is non-existent. Linguistically isolated Caribbean people are most likely to be Deaf persons born into non-signing hearing families and who have not received formal education. While Deaf education in the Caribbean has made great strides in the past two decades and truancy is at a very low rate, there are some Deaf who slipped and slip through the cracks. Encountering such persons provides a rare opportunity to examine the language-deprived individual within the Caribbean context. Even more interesting was the added dynamic of their being Arawak and Deaf. This study aimed to add to the work already done on linguistically isolated Deaf persons by providing insight on homesigns within an Indigenous group in the Caribbean.

This qualitative look at the communication systems of two Guyanese Amerindian Deaf is located within a larger study of the genetic relationships among sign languages in the Caribbean. These two participants were the only Deaf persons in their villages and had had no previous exposure to other Deaf people or to sign languages up to the point in their lives when they had participated in the study. They communicate using homesign systems. Metadata was collected to create a participant profile and define the sociolinguistic context of each participant. Elicitation materials from a village sign language typology project were used to collect data from these participants. (The 'Endangered Sign Languages in Village Communities' project was a part of the EuroBABEL (Better Analyses Based on Endangered Languages) programme of the European Science Foundation.) Cards depicting objects, animals, colours, numbers and situations were shown to the participants for them to identify and/or describe. This allowed the elicitation of communication structures with single and multiple arguments.

The focus of this study was twofold: first, to describe their DEAF WAW moment when they met another Deaf person for the first time and second, to identify and examine the use of already established language structures, viz. classifiers and indexing, by these two persons who had no previous exposure to them. Influence from any surrounding spoken languages was also explored. The conclusion of the study was that even without formal exposure to languages humans find systems to carry out the pragmatic function of language to ensure their survival. Being able to communicate one's experiences with entities in one's environment is essential to our being human. The metadata showed these two Amerindians as being minority citizens on more than one linguistic and social level. Despite having no other Deaf and no language input in their environments, these two Guyanese Amerindians were able to find a way to share their human experiences and interact with the hearing persons in their homes and communities.

CUMMINGS, Carolyn

University of Guyana

***Between Linguistic Imperialism and Linguistic Awareness:
English Language Teachers' Philosophies, Pedagogies and Practice***

Despite the adequacy of information about Guyana's dynamic linguistic situation—ten national languages, English and now a growing community of speakers of other European languages—the labelling of Guyana as an English-speaking nation still persists. This description "English-speaking" preserves a monolithic anglophone image and the view that it is undesirable and improper to speak English poorly or to speak Creolese. The aspiration towards

monolingualism in English is no doubt shaped by British colonial linguistic imperialism and sustained by neo-colonial linguistic imperialism and globalisation. There is a deeply embedded monolithic consciousness that obscures the reality of multilingualism in Guyana and subdues any attempt at critical linguistic awareness about Guyana's linguistic realities. The ideologies that promote the "English-speaking" label may often seem inconsequential but this has caused severe marginalisation of Guyana's Indigenous languages, Creolese and their speakers. One may reasonably assume that this labelling is the result of the strict adherence to traditional English language teaching (ELT) practices. ELT is severely impacted by traditional perspectives about the 'high' or 'low' statuses of Creolese, English and Amerindian languages.

Typically, ELT practices seem to be complicated by various degrees of awareness and obscurity about Guyana's sociolinguistic reality and language teaching needs. Though some English teachers may possess some knowledge of Guyana's linguistic realities and are exposed to linguistic courses that have been embedded in teacher education programmes at the tertiary level, ELT practices are still heavily influenced by tradition and many English language teachers still unconsciously perpetuate marginalisation of national languages. This paper employs a narrative inquiry approach to examine reflections of secondary level English language teachers about their perceptions of linguistic imperialism, its influence on their ELT practices and how their new linguistic knowledge may have changed their ideological positions on language and their ELT philosophies and pedagogies. The data emerges from secondary student teachers' journals about the impact of linguistic imperialism and linguistic knowledge on their philosophies and ELT practices. The paper will show how teachers' ELT practices are impacted by the linguistic courses they take and how they are prepared to operate in an environment where it is largely believed that English is the only valid language to be taught to students who are native speakers of other national marginalised languages and identities? The paper draws on authentic student stories which can inform language education pedagogies, approaches and policy and future research.

DALLIER, Mathilde

The University of the West Indies, St Augustine

***Attitudes and Beliefs about the Use of Trinidadian English Creole
as a Pedagogical Tool in the French Language Classroom in Trinidad***

Foreign language teaching and learning involve various beliefs and attitudes which generally exert an influence within the language classroom. Indeed, Lorduy et al (2009:35) declare, "What teachers believe is reflected in their attitudes and therefore this affects their classroom practice." Moreover, any learner and teacher of French as a Foreign Language (FFL) is undoubtedly steeped in the history, language and culture of their country, which in turn will affect the classroom experience. In Trinidad & Tobago, the official language is English, but the spoken vernacular languages used daily are Trinidadian & Tobagonian English Creoles. For historical reasons and a different linguistic heritage, Tobago will not be the focus of this study.

Trinidadian English Creole (TrinEC) possesses a vast linguistic heritage based, among other languages, on French-lexicon Creole or Trinidadian French Creole (TFC), thanks to the island's rich history. This influence appears through the vocabulary, phonology, and syntax. We can thus infer that the beliefs and attitudes of Trinidadian foreign language educators will be informed by Trinidad's history, and be reflected in their teaching practices. In addition, knowing that language attitudes towards TrinEC have drastically evolved among teachers since the 1970s (Winford, Mühleisen), French teachers' beliefs and attitudes towards TrinEC could play a major role in FFL teaching, and influence students' engagement in their language learning journey. Ferreira (2017:145) points out the importance of taking both languages, TrinEC and TFC, into account for the benefit of French language teaching and learning in the country.

This doctoral research in progress aims at assessing the attitudes and beliefs of French teachers towards TrinEC in secondary schools and more particularly the use of TFC's structures in TrinEC. This will allow the evaluation of the potential application of TrinEC in the French classroom as a bridge between languages and a FFL pedagogical tool. The primary aim of this research is the use of the students' daily language in the teaching of French, offering instruction that reflects their Trinidadian identity while reducing the distance between

the languages at hand and increasing their motivation for French language learning. This, in turn, could guarantee the survival of French as a foreign language of choice in the country.

DAWKINS, Nickesha, Byron M. JONES Jr., and Joseph T. FARQUHARSON
The University of the West Indies, Cave Hill, St Augustine, and Mona
Pul op!
An Exploration of Jamaican Creole Directives In the Live Performances of Jamaican
Artistes

The present paper examines language use in the form of Jamaican Creole commands or directives given by Jamaican Dancehall Artists to their backing band, the audience, or the selector ‘juggling’ the accompanying music for their performance. These speech acts are important constitutive parts of the larger set of communicative acts that artistes direct at the band/selector/audience, with the goal of achieving specific perlocutionary effects. The paper explores the multifaceted roles these speech acts play in the live performances of Jamaican artistes. We use Speech Act Theory and the Ethnography of Communication as conceptual and methodological frameworks for examining the nature, structure, and social function(s) of these speech acts in the speech situations created by live performances such as stage shows, clashes, and street dances. We analyse the nuanced ways in which the Jamaican Creole language operates in these live events as a performative tool, where utterances, often single words, are functionally loaded, but easily understood by band members, selectors, and the audience. For example, Jamaican Creole commands/directives such as *pul op!* (‘encore’), *dash/dash we dat!* (‘stop playing that track/rhythm’), *bongks mi luo/lev!* (‘play the rhythm lower’), *neks chrak!* (‘play the next track’), etc. In this work, we discuss the functions of these speech acts, encompassing not only the conveyance of musical cues but also the establishment of the artiste’s identity and authority, and the cultivation of audience engagement. The paper contributes to our understanding of the complex relationship between language, performance, and culture in the realm of music, offering valuable insights into the communicative dimensions of live performances by Jamaican artistes and the broader implications for the study of the Jamaican Creole language use in Jamaican popular music.

DE LISSER, Tamirand Nnena
University of Guyana
Primary Teachers’ Perspectives on the Value of Linguistics:
A Call for Action

Data on the performance of students in Guyana at the national assessments reveal that less than 50% of students nationally are passing English and Mathematics at the National Grade Two and Grade Four Assessments. Similarly over 50% of students do not attain 50% in some core subjects at the Grade Six level. According to the Ministry of Education Guyana, Education Sector Plan 2021-2025, improving performance at all levels is a priority. While the development of a language policy was noted as a strategy for improving governance and accountability, and a policy that supports the use of first languages as a means through which education is delivered is seen as a strategy to reduce inequalities in education, language was never mentioned as a means for improving performance. The Education Sector Plan incorrectly cites English as the main language spoken in Guyana and the language of instruction in all schools. It notes that there are eight main indigenous languages spoken in the hinterland by the Amerindians, but no mention of Creolese, the national lingua franca, was made. The MOE recognises children’s early learning experience is most effective if delivered in their native tongue, and is currently piloting the teaching of nursery children in schools in the deep-south of Region 9 in their first language. However, the vast number of Creolese-speaking children are not targeted. The MOE intends to improve the quality of teaching by awarding scholarships to teachers in specialised subjects, but no investments in linguistics scholarships were ever made. Teachers, however, have recognised the value of linguistics for improving the performance of their students.

This presentation therefore aims to detail the perspectives of Primary Teachers in Guyana on the value of Linguistics for improving students’ performance. Through the use of a discussion forum, it employs a qualitative methodology, examining critically, the ideas and

perceptions of 100 primary school teachers, pursuing a course in linguistics. Through the use of blogs, teachers also discuss what they would like to see in their classrooms and implications for language policy in Guyana. The general finding is that linguistics is seen as a valuable tool that should be invested in and promoted among teachers. These findings result in a call for action which includes the need for the expansion of the linguistics program at the University of Guyana, governmental investments in linguistic program funding and scholarships, the promotion of local languages including Creolese, the development of mother-tongue education for Creolese-speaking children, the assignment of Specialist in Linguistics to all schools to address linguistic matters, and so on.

DEAN, Shyrel-Ann
The University of the West Indies, Mona
A Pedagogical Challenge:
Designing a New Approach to CXC-CAPE Communication Studies

The Caribbean Examination Council (CXC) Caribbean Advanced Proficiency Examination (CAPE) Communication Studies syllabus consists of three sections or Modules. Module 2 'Language and Community' includes linguistic content that requires specialised training for the delivery of this content: seven of the ten objectives speak to linguistic concepts. These include concepts pertaining to syntactic, morphological, and phonological constructions, and a variety of sociolinguistic concepts. This module is of particular importance as it is intended to address negative attitudes towards Creole languages through improving language awareness. Its effective delivery depends, then, on teachers who have some linguistic training and whose language attitudes support the intentions of the Module. That delivery has not been effective is suggested by the fact that Module 2 has been the weakest performing module in CAPE Communication Studies.

This research explores the policies and practices surrounding the training of teachers (pre-service) and the selection and deployment of teachers (in-service) of CAPE Communication Studies. It draws on interviews with teachers and selected stakeholders to provide insights into the delivery of the content of Module 2, and to assess the extent to which the current practice is working for the students and teachers of Communication Studies. It highlights teachers' attitudes towards the subject matter and some of the challenges experienced by teachers with Module 2. It assesses the textbooks available to support the delivery of the course and draws also on classroom observations of teachers delivering Module 2 content.

This research shows that teachers are ill-equipped to deliver the specialised content required to meet the syllabus's objectives. For the most part, it is teachers who are trained to teach English Language who are assigned to teach Communication Studies, with little or no consideration for their ability and capacity to do so. There is a heightened level of anxiety and frustration among teachers as they seek to deliver the content while lacking the training for its effective delivery and lacking the knowledge base and skill set to make good use of supporting materials.

The research demonstrates the need to develop a course of intervention for both pre- and in-service Communication Studies teachers. The implications of this research go beyond the potential to improve the delivery of Module 2, as the goals and objectives of the module provide for a more communicatively astute society where both Standard English and English Creole are recognised as "language" and as linguistic resource.

DHANOOLAL, Ian
Deaf Empowerment and Advancement Foundation of Trinidad & Tobago
Attitudes to Sign Language Variation in the Caribbean

The Caribbean has a complex sign language situation, with considerable variation in languages and language varieties. There are several dimensions to sign language variation in the Caribbean: language use is often affected by the age of the signer, the community they come from, the school they attended, whether or not they come from a Deaf family, among many other factors.

In addition to signing traditions which have their origins in the Caribbean, there have been many influences from sign languages from elsewhere, including American Sign Language (ASL), European languages like British Sign Language (BSL), and national sign languages from Central and South America, such as Colombian Sign Language (LSC). This has resulted in a very complex and mixed language situation, which raises important questions about language policy and language recognition.

This presentation is based on research in different Caribbean communities, focusing primarily on Trinidad & Tobago, Guyana, and Providence Island, Colombia. It presents the results of interviews conducted with Deaf people with different backgrounds on their views of language variation. The language situations in each place are quite different. In Trinidad & Tobago, Trinidad & Tobago Sign Language emerged from the first Deaf school, and American Sign Language was later introduced by educators and missionaries. In Providence, local ways of signing have developed over several generations, and more recently there has been contact with LSC via education and contact with the mainland. In Guyana, there are a variety of signing traditions, particularly among Indigenous communities, as well as ASL-influenced ways of signing brought primarily through missionaries.

The interview data shows that there are a variety of perspectives on the complex language situations in these communities. Some express enthusiasm for international sign languages, while others express a preference for Indigenous ways of signing. It is important that language policies reflect the perspectives of deaf Caribbean people on these issues.

DONAIRE, Yanira
Universidad Nacional Autónoma de México
Code-switching in the Haitian Creole Discourse

Diasporic situations represent different social dynamics and strategies of language contact that arise in those settings (Patzelt 2017). Mexico emerges as a new diasporic centre, since Haitian migration was very low prior to 2010, but it has grown exponentially in subsequent years, to the point of becoming one of the most numerous migrant groups in the country. This mobility represents a context of superdiversity in which most of the members of this group are bilingual and multilingual.

Code-switching (CS) has been proven to be a common linguistic strategy in Haitian Creole, as it has been identified and studied by many researchers (Dejean 1993; Zéphir 1997; Patzelt 2017; Hebblethwaite 2007; Siegel 2014). In this study I provide evidence of the real use of code-switching among the Haitian diaspora in Mexico City. I also put an emphasis on the social characteristics of the participants, as well as their social relations in this new diasporic centre. My aim is to point the connection of this linguistic phenomenon with social and identity traits of the participants, while also presenting the different structures of CS found.

The empirical foundation of my study rests upon a corpus that I have compiled. This corpus consists of data from eight participants, gathered through sociolinguistic interviews conducted in Haitian Creole (HC). To explicate the data, I draw upon Poplack's (1980) Typology of code-switching, as well as key concepts from Myers-Scotton's (1995) Matrix Language Frame Model. The identified code-switches involve various Embedded Languages (EL), primarily French, with Spanish and English appearing in a few instances. When French serves as the EL, it poses a challenge in identifying the switches, as noted by Siegel (2014). This challenge arises due to the contact between two closely related varieties and, simultaneously, between a Creole and its lexifier.

To highlight some of my results, in CS involving French as the EL:

- 90.25% of the switches present congruence, which is a term used by Blaxter Paliwala (2015) to refer to items with similar pronunciation and meaning in a Creole language and its lexifier.
- Intra-sentential code-switching represents 97.2% of the data, which might be related to the level of bilingualism of the participants, in addition to the high percentage of congruent items.
- System morphemes (adverbs, conjunctions, prepositions) have higher percentages of congruence than content morphemes (nominal, verbs, adjectives).

Based on these observations, it can be concluded that speakers leverage equivalent items between HC and French to seamlessly blend their linguistic repertoires, all while maintaining the structure of their utterances. Thus, in most cases, code-switching operates not as a mere juxtaposition of grammars, but rather as convergence points between the two linguistic codes. Submitted for an oral presentation in English.

FARQUHARSON, Joseph T.

The University of the West Indies, Mona

Variation and Colexification of Possessive Noun Phrases in an English-related Creole

The phenomenon addressed in this study is traditionally dealt with either in studies at the interface of syntax and semantics dealing with (in)alienable possession or investigations in lexicology dealing with terms of address. However, this paper employs an integrative approach to explore a construction-cum-word-formation-pattern that occurs in both the mainstream and slang registers of the Jamaican language (also known as Jamaican Creole/Patwa). The construction comprises either of the two available forms of the first person singular possessive determiner (*mi/mai*) followed by a noun, e.g., *mi brejrin* or *mai brejrin* 'my close (male) friend'.

As far as I am aware, the paper presents the first comprehensive study of this construction in any Creole language. The work it reports on is based on a database of approximately 120 possessive noun constructions, as well as historical references and actual usage data drawn from contemporary sources. The paper shows that the construction is fully productive in both slang and mainstream registers of Jamaican and explores whether the *mi* variant is of older vintage than its *main* counterpart. The paper provides a comparative description of the variant forms of the construction *maiN ~ mai N*, exploring the supra-segmental differences between the two and showing that the latter does not cover as much lexico-semantic and functional ground as the former. The focal points of the paper are the discussion of the range of functions that the construction performs (i.e., referring expression, term of address, pseudo-title, interjection, and swear word) and the argument that these functions represent different points in a single network of colexification. How far along this network a specific expression extends seems to depend on the semantic domain to which the N in the construction belongs (e.g., kinship, body part, affiliation). Therefore, an attempt is made to see to what extent the semantic domain of the N can be used to predict: (i) the likelihood of the expression advancing to the next node in the colexification network; and (ii) the differential productivity of the *mi* and *mai* variants.

FRANCIS, Ronald T. and Jo-Anne S. FERREIRA

**The University of the West Indies, St Augustine/SIL International,
and UWI, Cave Hill**

***The Status of French Creole in the English-Official Caribbean:
A Comparative Socio-historical Analysis***

As many autochthonous Caribbean languages continue to face endangerment and potential loss, there is a need to study the socio-historical factors that lead to language attrition and obsolescence in the region. French Creole in the Southern and Eastern Caribbean serves as an excellent case study for such an endeavour as the language has survived in some territories and is near extinction in others. This paper assesses the historical legacies and language policies that have shaped the vitality of French Creole varieties in four English-official Caribbean territories: Dominica, Grenada, St. Lucia, and Trinidad.

By comparing and contrasting the sociolinguistic situations across these territories, this paper aims to assess both commonalities and divergences in the trajectories of these French Creole varieties. Employing a comparative historical approach, the study utilises secondary data from previous French Creole historical studies (Alleyne 1996, Carrington 1984, Christie 1969, Racine and Morisseau-Leroy 1975, Roberts 1971, Thomas 1869, Vérin 1958, among others), and a discussion of contemporary language rights and language policies.

The findings of this paper include the identification of the key factors influencing the vitality and status of French Creole, such as the arrival and influence of French colonisation, changing demographics, physical geography and the shift(s) to British dominance, including

Anglicisation drives and English-favouring policies and formal education. The paper contends that the interplay of these factors and variables directly accounts for the levels of vitality of these varieties in their respective territories. Such analyses are essential for the purpose of language preservation and development, and to inform language revitalisation and language reclamation efforts where needed.

FRANCIS, Ronald T., and Philipp MEER

The University of the West Indies, Cave Hill, and Universität Münster

Simplification versus Transfer in L2 Morphology:

A Comparative Analysis of Language Distance and Language Transfer in the English Writing of St Lucian and German Students

Many studies have been undertaken exploring the cross-linguistic influences of Creole languages on the written production of English in the English-official Caribbean. In St. Lucia, where there is an unofficial French-Lexicon Creole (Kwéyòl) and an emergent English-lexified variety, it has been shown that the transfer of L1 structures from Kwéyòl accounts for many structures found in targeted English writing (Carrington 1969a, 1969b, Isaac 1986). In contrast, other scholars contend that challenges with English writing are not attributable to Kwéyòl at all but to other causal factors that affect all learners of English (Winch and Gingell 1994). Further, it has been argued, both on the basis of universal grammar (Eubank et al 1997) and transferability (see Jarvis and Odlin 2000), that morphological features, particularly inflectional morphology, seldom transfer in L2 writing. Therefore, non-inflected structures with past temporal reference in the L2 English writing of students in St Lucia (and other Creole contexts) may be attributable to other learning factors such as simplification rather than the transfer of non-inflected L1 Creole forms. The present study aims to address this question of simplification versus transfer through comparative analysis.

Using a corpus-based, comparison-led, integrated contrastive approach, the study explores morphological structures in the writing of two groups of English learners (ages 11–15): St. Lucian students and L1 German students of English. Exploring the four types of evidence proposed by Jarvis for substantiating the presence or absence of transfer, i.e., (1) intra-group homogeneity (within-group similarities), (2) inter-group heterogeneity (between group differences), (3) cross-linguistic performance congruity (between-language similarities) and (4) intralingual contrasts (within language differences) (Osborne 2015, 340), the study provides a comparative analysis of the written English productions of St. Lucian and L1 German students, and comments on the degree of influence of learners' L1 on morphological patterns in L2 writing. Both L1 transferred forms as well non-L1 related forms are analysed, and co-occurrence statistics for both groups are calculated and compared. The results show that while similar forms were found in the writing of both groups, they did not occur at the same frequencies. German students tend to oversupply inflectional morphemes while St. Lucian students tend to undersupply them in L2 writing. We contend that language distance, specifically morphological typological distance between Creole and English as well as German and English, respectively, account for this variation. This study supports and adds to Jarvis and Odlin's (2000) conclusion that morphological transfer is possible and dependent on typology.

FRANK, David B.

SIL International

A Comparison of Three Caribbean English Creoles

Three varieties of Caribbean English Creole—Jamaican, Belizean and Islander—are very similar in many ways, and different in some of their details. This analysis compares and contrasts the three Creoles with respect to an inventory of structures and functions, including the form and function of the pronominal system, basic sentence structure, the structure of noun phrases and verb phrases, and the way tense, mood and aspect markers are used to denote time reference in discourse. Parallel texts are used to support this comparison and contrast, namely, the translation of the Bible. As an addendum, we consider how parallel texts enable the more recent developments in generative artificial intelligence to seemingly intuit and make appropriate use of natural language, even in languages other than the major languages of the world.

GOODEN, Amanda
York University

***“Mi no chrii ina dat!”: Language Play, Pro-Heteronormativity, and
Linguistic Innovation in Jamaican Speech***

During the 1990s in Jamaica, several linguistic innovations began to be used by some (particularly men) to position themselves against sexualities that fall outside of the largely heteronormative society (Farquharson and Jones 2014). These innovations include the substitutions of morphemes perceived as masculine with morphemes perceived as feminine, for example changing *mango* (perceived ‘man’) to *gyalgo* (with *gyal* ‘girl’). Other less transparent innovations include the avoidance of words such as *two* and its homophones by people who associate the number *two* with homosexuality, for example changing *too* to *chrii* (‘three’ in Jamaican Creole). It was previously found that heterosexual Jamaican men use these innovations to reaffirm their heterosexuality as well as to determine whether another person is part of the LGBTQIA+ community. (Anderson and McLean 2016). This exploratory study sought to determine whether these innovations (especially less transparent ones) still index a pro-heteronormative stance or if they have become part of a general Jamaican lexicon, signalling ‘Jamaican culture/identity’ instead. In other words, it explored whether a direct connection can be made between an individual’s use of these innovations and their attitudes towards the Jamaican LGBTQIA+ Community. The results are taken from a survey that was conducted among Jamaicans living in Jamaica and in the diaspora. It was found that among the speakers who use these innovations, most have positive or neutral attitudes towards the LGBTQIA+ Community in Jamaica. Also, data related to the use of *tuu* and *chrii* revealed that they are used together, suggesting that while its initial function was to perform a heteronormative stance, the scope of the usage of *chrii* has expanded to use as a general adverbial intensifier in Jamaican speech. This finding supports the proposal by Brook (2023) that while most language play is local to a specific context, in this case a heteronormative stance, there are instances of language play that expand beyond the primary context of use into a wider linguistic repertoire.

HEFFELFINGER-NIEVES, Cristal R.

Universidad de Puerto Rico, Río Piedras

The Pragmatics of Politeness in Anglophone Radio Stations from Tortola, BVI

Given their complex colonial history and geographical configuration, Caribbean territories have seen the convergence of various languages, ethnicities, ideologies, and lifestyles, giving rise to multifaceted and hybrid identities, cultural traditions, and linguistic practices. Among these linguistic practices is the expression of politeness to convey solidarity or deference, to denote appreciation or respect for another’s autonomy. Previous research by this author considered the pragmatics of interpersonal communication in the radio cultures of St Eustatius, St Croix (USVI), and Barbados. This paper expands the scope of research by including data from Tortola, BVI, in order to reach a deeper understanding of linguistic politeness in Anglophone Caribbean communities. The qualitative analysis of the data is based on a sample of audio recordings of local radio programming from Tortola, including spontaneous call-in interactions, interviews, and casual conversations collected by the author between the years 2022 and 2024.

Following a theoretical framework based on Brown and Levinson’s (1987) Politeness Theory and Anchimbe and Janney’s (Anchimbe 2011; Anchimbe and Janney 2010, 2017) Postcolonial Pragmatics, this work examines the dynamic use of positive and negative politeness strategies, directness and indirectness, code choice (i.e., Standard English *vis-à-vis* non-standard forms and Creoles), accommodation, and turn-taking patterns. The discussion leads to broader reflections regarding a common inter-island *ethos*, in line with sociopolitical, historical, and linguistic factors. While further research is necessary to define the nature of politeness phenomena in the English-official Caribbean, particularly in the context of radio, this paper aims to establish the groundwork for future studies in the field.

HINDS, Lance
University of Guyana
Building an Indigenous Language Translation Portal Using Artificial Intelligence

This paper is a report on a Pilot Research Project undertaken in Guyana that investigated the dynamics of a fusion of technology and Indigenous language preservation efforts through an Indigenous Language Translation Portal (ILTP) powered by Artificial Intelligence (AI).

It showcases a pioneering approach to linguistic diversity conservation. This initiative offers a robust and sustainable solution to a critical global issue while highlighting the importance of community involvement and linguistic accuracy with the predominant focus being the Amerindian languages of Guyana. It advocates for technology that empowers Indigenous communities, enabling them to protect and preserve their linguistic and cultural identities while fostering understanding and collaboration in an increasingly interconnected world.

Emanating from the findings of the Pilot Project, this paper is undergirded by an analysis of the status of numerous Indigenous languages in general in terms of technical intervention and representation. It emphasises the urgency of preserving this cultural heritage and underlines the significance of information technology driven solutions that can aid in the transmission and perpetuation of these languages, with the AI-driven ILTP as a pivotal instrument.

The methodology included, inter alia, a triangulation of data collected from multiple sources, including authentic Makushi and Wapichan native speakers and historical documentation. Data collection and review methods along with the architecture, language model selection and input from expert linguists and relevant communities of Southern Guyana will be presented.

In conclusion, this paper highlights the ILTP's potential to support a wide range of applications and underscores the real-world impact of the portal on Indigenous communities and their efforts to protect and revive their languages. It exemplifies the potential of AI in safeguarding the world's linguistic diversity and supporting the sustainability of Indigenous traditions and knowledge while respecting sensitive information and artefacts engaging world standard ethical practices.

It specifically addresses the pressing needs of preserving and revitalising the Indigenous languages of Guyana through a combination of cutting-edge capabilities of AI and the linguistic and cultural richness of Guyana's Amerindian communities. The potential of this project is the production of a sustainable linguistic and cultural repository for Indigenous languages and related cultural content with infinite longevity for millennia to come.

HOSEIN, Alim
University of Guyana
From the Reign of English to Cultural Assertion:
The Influence of Guyanese Creole on Guyanese English

The focus of this paper is on language change in a context where there are at least two languages, one of which is a Creole, while the other is a European language which has social and psychological prestige. The specific context is Guyana, which is famously described as "the only English-speaking country in South America", but where the most popular medium of communication is a Creole language, Guyanese Creole, also called Creolese.

Guyana has been posited as one of the Creole-speaking countries which exemplify decreolisation, or the gradual loss of elements of the Creole language (e.g., DeCamp 1968). This linguistic model might seem plausible within Guyana's historical context: the country had experienced 153 years of direct official British rule when it became independent in 1966. Moreover, unofficial British linguistic influence had begun even earlier—in the mid-1700s—exposing the developing Guyanese population to the English language through avenues such as communication, commerce, religion and formal education. Indeed, so impactful was the linguistic influence that newspapers in English were being published by Blacks in Guyana as early as 1842 (Westmaas, *Stabroek News* 2010).

Yet, a mere four years after Independence, Guyana became a republic, and was in the forefront of post-colonial movements, Caribbean integration, the Non-Aligned Movement, Black

Power, and other such world movements which emphasised independence from previous “mother countries” and reigning global ideologies. Is this kind of shift an indicator of a similar linguistic undertow which counters the models and predictions of linguistic theory such as decreolisation? Does such a political and cultural shift indicate a parallel cultural ownership and assertion of language? This paper explores this political-cultural dichotomy through the examination of data from various levels of speech in Guyana. It argues that while English holds sway as the single official language, is taught in schools as a first language, is conferred with prestige and is viewed with respect in Guyana, Guyanese assert “power from below” and privilege a language — Guyanese Creole — which expresses their identity. The paper shows that Creolese grammar, lexicon and phonology have resisted efforts at eradication or submersion, persist in all levels of Guyanese speech, and have influenced the English language in Guyana. This counters the hegemony of English in Guyana, and curtails the process of decreolisation which had been theorised.

This paper makes a contribution to the themes of languages in contact, and language and identity, in the Caribbean.

JONES Jr., Byron M.
The University of the West Indies, St Augustine
In Principle and in Fact:
Jamaican Popular Music as a Community of Practice

Jamaican popular music, a globally revered cultural trove, thrives within a dynamic ecosystem forged through close collaborations among creatives in the music industry, including artistes, riddim creators, producers, and engineers. Within this space, opinions are celebrated, and identities shared, resulting in the musical output bearing significant evidence of social and linguistic solidarity and alignment. Paradoxically, this environment, while encouraging artistic unity, also hosts an inherent volatility marked by intense clashes and rivalries among notable artistes, often expressed on music tracks and electrifying stage performances. This dynamic interplay between unity and rivalry not only fuels innovation but also contributes to the resilience and enduring appeal of Jamaican popular music on the world stage. It's a testament to the vibrancy and richness of the musical ecosystem, where both harmony and discord coexist, shaping the soundscape of a culture that continues to leave an indelible mark on the global music scene.

The catalyst for this musical and cultural phenomenon is the dynamic space that is the recording studio. Serving as the epicentre of Jamaican popular music, it is the primary meeting point for a diverse spectrum of music creators, ranging from seasoned producers to aspiring recording artistes. Within these creative hubs, individuals convene to collaborate, socialise, and exchange ideas, collectively shaping emerging music across various genres. The recording studio, therefore, represents the nexus of mutual engagement, where individuals with shared musical aspirations come together to create and innovate. Against this preface, this paper introduces and describes Jamaican Music as a Community of Practice (CoP) hosting smaller CoPs, systematically mirrored through the socio-cultural marvel that is the recording studio. In this phenomenon, recording studios and their surrounding communal spaces emerge as central hubs of mutual engagement, united by a shared mission to spotlight Jamaican culture and language or ‘to war’ (duel and outlast) musical adversaries. Within this vibrant tapestry, a shared repertoire comes to life through expressive song introductions, spontaneous ad libs, and collaborative efforts among artists, contributing to the cultural and creative richness of this unique musical community.

JONES Jr., Byron M.
The University of the West Indies, St Augustine
Wa Kain a Slak Sang Dat:
Censorship Techniques in Jamaican Dancehall Music

Dancehall music, emerging from the vibrant inner city of Kingston in the mid-1980s, marked a significant departure from the globally embraced Reggae genre. Distinguished by its heightened tempo and digitally crafted riddims featuring robust drum beats and basslines, Dancehall's

transformative characteristic lay predominantly in its lyrical content and overall language use. In contrast to Reggae's emphasis on social and civil commentary, which favoured English, Dancehall surged in popularity by unabashedly embracing themes of sex and violence, delivered with a directness and rawness, predominantly through Jamaican Creole (JC), that captivated audiences.

A pivotal element enabling Dancehall's entry into mainstream media was the art of radio DJ edits. These alterations, which grew in frequency over the years, were instrumental in mitigating the explicitness of song lyrics. However, as the volume of Dancehall output surged, the precision of these edits waned, allowing uncensored content to infiltrate public airwaves. In response to this challenge, the year 2009 witnessed the Broadcasting Commission of Jamaica imposing a ban on specific edits, dealing a blow to DJs who relied heavily on these methods of censorship. Consequently, many artistes experienced a decline in airplay, prompting a strategic shift in their approach to balance the authenticity of street narratives with the necessity for radio-friendly versions.

This paper delves into the linguistic strategies employed by artists and their production teams in navigating the delicate balance between maintaining the raw authenticity of their music and conforming to the standards set by radio broadcasting. A focal point of the analysis, which uses transcribed lyrics from popular songs from the genre, centres on the linguistic techniques deployed by artistes to transform the unfiltered, street-oriented versions of their compositions into radio-friendly renditions. By exploring these artistic adaptations, the paper sheds light on the dynamic interplay between creative expression and the regulatory frameworks that shape the trajectory of Dancehall music within the cultural landscape.

MANFREDI, Stefano, and Nicolas QUINT
CNRS

SCroll: The Database of Subordination in Creole Languages

This paper introduces SCroll, a database tailored for the typological study of clausal subordination in Creole languages. SCroll (Manfredi and Quint, forthcoming) offers researchers a comprehensive tool to investigate both formal and semantic aspects of the encoding of subordinate relations in ten Creole languages with distinct lexifiers (English, French, Portuguese, Spanish, Arabic) and different substrate languages (Niger-Congo, Nilo-Saharan, Austronesian).

SCroll aims to contribute to renewing the semantic and morphosyntactic parameters for cross-linguistic comparison of subordinate clauses (Cristofaro 2003). The database stands out from other databases for typological comparison of Creole languages (Michaelis et al 2013) in that it provides two integrated query interfaces, allowing users for fine-grained research on adverbial, complement, and relative subordinate clauses in Creole languages. The first interface enables a multilevel comparison of the formal encoding of these relations, offering empirical examples and qualitative insights into morphosyntactic variation. The second interface focuses on the semantic features of subordinating devices across the languages of the sample and it helps to trace back the etymological and functional origins of these devices, gaining insights into their historical development, semantic properties and domains of use.

The paper outlines SCroll's primary query functions, emphasising their relevance in identifying formal parameters crucial for defining subordinate clauses. Examples of these parameters include the (non-)sharing of one and the same subject between main and subordinate clauses, the presence/absence of subordinating devices, TAM marking, and the presence/absence of pronominal arguments. The paper also underscores SCroll's significance regarding historical linguistics, particularly in examining the grammaticalisation processes of adverbial, complement, and relative subordinating devices (see Kortmann 1996 for European languages). Positioned as an open-access resource for both creolists and typologists, SCroll emerges therefore as an innovative tool meeting the general demand for cross-linguistic comparison databases while addressing the unique challenges posed by complex syntax in Creole languages (Veenstra 2015; Diessel 2004).

McCAULSKY, George
The University of the West Indies, Mona
Towards a More Inclusive Language/Writing Classroom
in Anglo-Caribbean Higher Education

The main objective of English language and writing instruction in Anglophone Caribbean countries has been to establish linguistic and communicative competence in the English language. However, issues related to the gendered identities of students in these classrooms are often not meaningfully addressed and discussed. Additionally, the effects of socio-cultural and historical discourses on gender, power and identity are often not considered in curriculum design and instruction, further marginalising the identities of students learning to use language as a communicative tool. In this paper, an attempt is being made to respond to the call for further research on how critical pedagogies can be applied to language teaching and learning in traditionally under-researched contexts while considering how to engender inclusive language/writing classrooms in contextually relevant ways (Paiz 2019). This will be done by considering the author's experiences as a Jamaican English language/writing instructor, reviewing relevant literature and the wider socio-cultural factors at play in Jamaica. The discussions which follow will mention aspects related to curricular materials and course content, teacher training and emerging trends in gender and sexuality research as it relates to tertiary-level Caribbean language/writing instruction. Furthermore, this paper discusses suggestions put forward by researchers such as Paiz (2019) and Rhodes (2019) on how educators can help to drive inclusivity in the classroom by specifically considering the strategies that may be useful in an Anglo-Caribbean higher education context.

McCONNEY, Danielle N., and Godfrey A. STEELE
The University of the West Indies, St Augustine
Exploring Language and Communication in
Long-distance Romantic Relationships in the English-official Caribbean

Caribbean people have experienced long-distance romantic relationships (LDRRs) in differing formats. Their journeys from place to place may have been documented but the language and communication that connected them in these interpersonal spaces are less diarised. While LDRRs have increased in prevalence in other areas, save for a few exceptions (Steele and McConney 2020) there is little research on the Caribbean contribution to better understanding communication in this context. This study is essential, as it is located firmly in the ongoing quest to explore how the Anglophone Caribbean community, particularly its communication, may differ from others. Hence, it is necessary to explore the language and communication of this phenomenon in the English-official Caribbean.

Because of the increasing prevalence of LDRRs and the lack of understanding of it from a communicative perspective in contemporary Caribbean society, it seems helpful to explore LDRR communication. The objective of this study is to explore the language and communication behaviour in the LDRR context utilising a qualitative approach. Stemming from an interpretive paradigm, this study explored the communicative efforts of five couples. Via semi-structured individual interviews and month-long journalling, each person provided robust qualitative data that served as the basis to investigate the language and communication between LDRR partners in Caribbean-based LDRRs. With this foundation, we examined the couples' language: how they spoke about their relationship, what they communicated to each other, and which means they used to do so. The benefit of comparing and contrasting their spoken and written words added particular depth to this research.

Computer-mediated communication (CMC) is the umbrella term for the way communication was facilitated by LDRR couples. Through social media sites and applications, the partners were able to practise relational maintenance. This was especially true during the COVID-19 pandemic. We discovered for Caribbean LDRRs key landmarks to propel us forward in our communication research journey, providing the groundwork for theoretical innovation and new approaches to how we approach and broach the topic of language and communication in the region. For the LDRR couples, their qualitative data provided rich evidence of the advantages of communicating over social media applications, as they aided in creating intimacy

and fostering togetherness. WhatsApp was the most popular medium, with its features of voice and video as the most common; text and Skype were its nearest contenders. What, why, and how the couples communicated comprise an important aspect of interpersonal communication research. The participants discussed topics that were relevant to them and their lifestyle: COVID-19, parenting, and work, with an emphasis on when next they could meet in person.

**McKENZIE, Clover Jones, Tresecka CAMPBELL DAWES,
and Raymond OENBRING**
University of Technology, Jamaica, and University of the Bahamas
Teachers' Perception of the Relevance of Linguistic Theory
in English Language Education in Jamaica and the Bahamas

Much has been written about the usefulness of linguistics, especially the subfield of applied linguistics, to language education. In the Caribbean, researchers such as Dennis Craig, Shondel Nero, Beryl Bailey, Hubert Devonish and Beverley Bryan, among others, have influenced the seemingly now widely accepted theory that the application of linguistic knowledge to the teaching of English would be useful in helping Caribbean students improve their English language competence. From as early as the 1970s, courses in linguistics were added to the curriculum of some teacher training institutions offering language education programmes. Of great significance, also, is the acceptance of the view that Creole is the first language of the majority of the population within the Anglophone Caribbean.

Despite these gains, however, doubts as to the perceived relevance of linguistic principles within the English language teaching process exist. McKenzie (2005) and McKenzie and Orogun (2013) in small-scale research studies conducted in Jamaica, found that, despite their training, teachers tended to focus on students' examination passes as this was how they were being judged. Theories that instructors had learnt in college were set aside in many cases, as reported by the teachers. In addition, English language teaching in the pre-tertiary education institutions seemed heavily reliant on rote knowledge of outdated grammar rules and on information sources like grammar textbooks produced outside of the Caribbean. Further evidence lies in the fact that teacher training institutions have decreased the number of required linguistic courses for their language education students in at least two territories, including Jamaica. These issues, along with the fact that no available comprehensive study on the relevance of linguistics in English language education in the Caribbean exist, show a necessity for research in this area.

Against this background, this study, a pilot of a larger project, aims to uncover whether linguistics courses are just seen as content being delivered at the colleges with very little practical applicability. It seeks to explore the perception of the relevance of, self-rated proficiency in, and application practices of linguistic knowledge in the teaching processes of Jamaican in-service and in-training teachers. The project, scheduled to be implemented May – July 2024, employs purposive sampling techniques within a mixed-methods approach, with data being collected using questionnaires. By comparing the findings with existing literature and through the provision of practical recommendations, the researchers aim to encourage action through policy change, and contribute to the field of language education.

MELKER, Sarah
University of Graz
19th Century Antiguan Creole Data from the Schuchardt Archive: A Chance to Look Back

By the mid-19th century, activities of missionaries and educators in the Leeward Islands were leading to decreolisation. One such figure of the time was the Moravian bishop George Wall Westerby (1812-1886), a teacher educator, based in St John's, An-gua. Hugo Schuchardt contacted him in July 1882 to request linguistic data for research he was planning on language in the West Indies. These plans ended up not leading to any published work; however, a heretofore unstudied and unedited leVer containing linguistic data from Westerby in August 1882 provides 12 pages of linguistic items as well as proverbs and general sociolinguistic information. The data contained in these pages will be presented for the first time and compared with other published accounts of An-guan Creole, altogether covering a range of about 130

years and different sources (Johnson 1921, Farquhar 1974, and Galarza Ballester 2011). Features such as variable realizations of /h/ (*yerry* for “hear”, *mickase* for “make haste”) and presence/absence of past markers will be compared to assess differences that may be categorised as temporal, diamesic, or lectal variation. The sociolinguistic conditions that can be extracted from Westerby also add to what has been described for the Leeward Islands as a whole (e.g. in Holm 1989: 450–452).

MIGGE, Bettina, and Paula PRESCOD
University College Dublin, and Université de Picardie Jules Verne
Subordinate Constructions in English-lexifier Creoles:
Adverbial Complementation

Cross-clausal phenomena have received comparatively little attention in research on Creoles. There is work on purpose clauses, relative clauses and fact-type complements focusing on their general description (e.g. Winford 1985) and topics such as finiteness (Byrne 1987; van der Vate and Veenstra 2016) and substrate influence (Migge and Winford 2013; Huttar et al 2013; Lefebvre and Loranger 2008), for example, and research has focused on the Creoles of Suriname, particularly Saamaka. It shows, for example, that there are interesting similarities but also differences with some of the main input languages, English and Gbe. Interestingly, adverbial subordination, except for purpose clauses, has received little attention. The aim of this presentation is thus to begin to close this gap through a descriptive analysis.

After an overview of subordinate constructions in three English-lexifier Creoles, Nenge(e) or the Eastern Maroon Creoles, Vincentian Creole and Nijá based on the scroll resource (Manfredi et al 2023), we zoom in on temporal, purpose and reason clauses, and those expressing reality conditions. The paper examines the types of heads of subordinate phrases, the nature of subordinate clauses (e.g., degrees of deranking) and the relationship to the main clause. In a third part, we examine how these clauses compare with adverbial clauses in English and, where possible, other input languages to obtain first insights into the emergence of such constructions.

Preliminary results show that there are closer similarities between Vincentian Creole and Nijá while the Eastern Maroon Creole shows important differences at the level of the heads of subordinate phrases. The three languages behave more alike with respect to their syntactic structure. In all three languages there is a fair amount of variation for some constructions and this is also found in English. The relationship to their lexifier is still under consideration.

NICHOLAS, Agnes
USVI Department of Education
Disallowed, yet Permitted?
A Case of Attempted Language Death in Dominica

In the study of linguistics, language acquisition has shouldered quite a range of theories such as behavioural, cognitive, natural, innate, and interactive. While some have proven to be quite contentious, others have certainly highlighted what evolved as an impediment for perpetrators of language death in Dominica, long after the warring European colonisers had reached a truce.

The French and the English had traded places several times in controlling this 289.5 square mile island, leaving behind language and identity scars among other effects of colonialism’s carnage. During the French occupation starting in 1690, a vast number of French farmers migrated to Dominica; therefore, when the French lost the war and ceded the island to the British in 1763, there was a population of French-speaking people on the island.

As historical or diachronic linguistics shows, Dominican French Creole, spoken by the people at that time, evolved as a result of the merging of English, French, African dialects, and Kalinago dialects. Evidently, once the British had finally settled in, they established English as Dominica’s official language. So there it was: the natives had already acquired a working Creole, but then an “official” language or the “language of the Queen” was being authorised. What ensued, therefore, was that English became the language of the elite, and Creole remained the language of the grassroots with, of course, intention of eradication. Needless to

say, that notion fell flat mainly because the people who were themselves “trying” to stifle the language were inadvertently keeping it alive.

Moving forward, there is an active and widely-embraced movement in Dominica to perpetuate Dominican Creole. The initial goal is widespread acquisition, followed by a shift from an oral to a structured, written language. There is much to be done in that colossal undertaking; however, it is a step in the right direction as far as language preservation is concerned.

OSIAPEM, Iyabo, and Jason F. SIEGEL
College of William and Mary, and The University of the West Indies, Cave Hill
A Multilingual Linguistic Atlas of the Caribbean:
Results of a Pilot Study

The Caribbean is known throughout the world for the breadth of its variation. In countries small and large, there is an ample range of equivalent lexical items and grammatical patterns. This is documented in a number of resources, including linguistic atlases and dictionaries. Among the former are the *Atlas Linguistique d'Haïti* and the *Atlas linguistique des Petites Antilles*, and among the latter are the *Dictionary of Caribbean English Usage* and the *Caribbean Multilingual Dictionary of Flora, Fauna and Foods*. Yet there remains no work that attempts to look across the region and its various languages to capture this linguistic bounty in a way that encompasses Creole languages, Amerindian languages, immigrant languages, sign languages or our regional dialects of an international standard. In this presentation, we present the pilot results of our proposal for a new, collaborative Caribbean dialectological project, unconstrained by time or the medium of paper: an electronic linguistic atlas that aims to collect data from all dialect/language communities of the region that documents the core of Caribbean vocabulary, focused on natural and cultural elements. We outline the revised methodology, which includes a sociolinguistic interview (atypical for language atlases, but valuable for linguists of the region) alongside traditional dialectological methods of interviewing and eliciting vocabulary. We conclude by discussing the various ways in which our data collection can be used to support linguistic research across the discipline.

PERRY, Silverius, and Mureen AGUILAR
University of Guyana
Insights from an Intercultural Bilingual Education Programme in
Guyanese Wapichan communities

In July 2018, a memorandum of understanding (MoU) between the Ministry of Education (MoE) Guyana, and the “Quality Bilingual Education Programme for Wapichan Children” (QBEP), was signed. This document gave permission for the QBEP’s implementation in three Deep South Rupununi Indigenous Wapichan communities from September 2018 to July 2020. The QBEP is a collaborative effort between the Indigenous Wapichan communities supported by the Jesuits in Guyana and the Ministry of Education (MoE) through the National Centre of Education Resource Development). After 2020, the MoE granted further permission for the continuation of the QBEP to July 2024.

The pursuit of this special programme was a result of the recognition of a problem by the Wapichan leadership in the formal education of their children. When most Wapichan speaking children enter the formal school setting at the nursery level using their native language and culture, they find themselves immersed in English-only classrooms which inhibit their academic achievement. Data from class assessments and national examinations indicated underperformance of most Wapichan children in primary and secondary schools coupled with the slowly dying Wapichan language and culture in communities. The realisation of this programme and its continuity are a dream of the Wapichan people who strongly advocated that their children be instructed in their native language first and to gradually acquire the second language while in school and at home. Such an approach has long been advocated by stakeholders, including Indigenous Wapichan communities, in the 1970s, 1980s and the 1990s to bridge the gap between home and school.

Wapichan leadership also recognised that parents’ involvement in their children’s education is of paramount importance, assisting teachers with the creation of classroom

developmentally appropriate learning materials from the local environment. With six years of implementation of the QBEP in Guyana, this presentation gives insights into the successes and challenges encountered in the three nursery schools and its future development for extension to other Wapichan communities by stakeholders.

PILAR ARAÚJO, Paulo Jeferson, and Janaína BOTELHO
Universidade Federal de Roraima
Revisiting the Creole Continuum Debate
in Light of Cognitive Models of Variation and Change

The debate on the Creole continuum still awaits a literature systematic review. While such a systematic review does not take place, in this work we revisit the concept widely used in the 80s and 90s of the last century, contextualising the conceptions of variation and change used by researchers who dealt with the debate in terms of cognitive models of change and linguistic variation, namely Schmid's (2020) Entrenchment- Conventionalisation model. Such a model allows for the interweaving of several factors that contribute to linguistic variation and change, but also another aspect little addressed in debates about a Creole continuum, that of linguistic stability, e.g., the factors that would imply resistance to variation and change. The work was developed from a review of the literature on the Creole continuum and the data presented in these works on Creolese or Guyanese Creole, from Bickerton's first works to more sparse works published in the 2000s. We also recontextualise the terms basilect, mesolect and acrolect to locate the different levels of a Creole in this continuum. We then seek to demonstrate that the interaction of other linguistic levels than just the lexical and morphosyntactic ones must be seriously considered in order to better understand a linguistic system characterised as a continuum, in this case, the prosodic system and extralinguistic factors such as linguistic attitudes establish a more complete panorama of what we may or may not consider as a Creole continuum.

PIRES RODRIGUES, Eduardo Othon, and Paulo Jeferson PILAR ARAÚJO
Universidade Federal de Roraima
A Comparison of Name Signs in Two Established and Two Emerging Sign Languages:
LIBRAS, LSV, Makushi Sign Language and Falmouth Sign Language

This study investigates name signs from four sign languages, namely, Brazilian Sign Language (Libras), Venezuelan Sign Language (LSV), Makushi Sign Language (LsMac) and Falmouth Sign Language. The research explores the morphological formation, characteristics, similarities and differences of name signs, categorising them into Established Sign Languages (Libras and LSV) and Emerging Sign Language (LsMac and Falmouth). The study comprises 84 name signs collected through recordings involving 26 participants, including deaf and hearing sign language users. Methodologically based on Schmid's (2020) EC-Model (Entrenching-Conventionalisation Model), the research analyses how name signs are consolidated in the speech community's utterance conduction models. The findings highlight the importance of name signs in sign language communication and identity, revealing variations and similarities between Established and Emerging Sign Languages.

QUAMMIE, Patrice C.
The University of the West Indies, St Augustine
The Acoustic Phonetics of Trinidadian Archetypes

The current popularity of social media influencers who have amassed large followings across platforms through their brief online skits depicting realistic interactions amongst archetypical Trinbagonian characters is noteworthy. Entertainers such as Rodell Cumberbatch (Ro'dey), Jamel Sampson (Certified Sampson) and Kyle Mark (kyleboss) repeatedly demonstrate their prowess in embodying different local 'characters' through their mannerisms, facial expressions, dress, props, voice and language in ways that ring true with their audiences of fellow citizens. More pertinently, these entertainers invariably distinctly perform all the character roles in each skit. Therefore, regarding voice, are there commonly accepted features of the sound of the

“piper”, the “sweet man”, and the “tantie” which these artists have been able to emulate that are accepted as depictive? What, then, are the features of these generally accepted stereotypical audio profiles?

This research investigates the acoustic phonetic characteristics of speech produced by Trinidadian participants embodying various Trinidadian archetypes. Language and identity is a central part of sociophonetics (Eckhart 2008) and in Trinidad and the wider community, national identity is diversified by ethnic, religious, and social identities. However, the characters embedded in Trinidadian culture through labels and traits and folklore which do not neatly intersect with traditional socioeconomic categories but create their own and are recognised by the general population offer fresh insight into diversity of language use in the island.

Through an elicitation task, five male and five female Trinidadian participants, between 30 and 55 years of age, were prompted to read a brief passage in the voices of distinct Trinidadian archetypes as they understood them to be, including the piper, the smart man, the tanty, the bad ting, the badjohn, the maco, and the stush girl. Acoustic analyses will focus on vowel space, formant frequencies, and fundamental frequency (F0) to identify phonetic features for each archetype. For example, vowel space analyses will explore correlations between archetypes and specific vowel articulations such as with the bad john, where wider vowel space might be utilised.

ROKSANDIC, Ivan
University of Winnipeg
Nominalising Suffixes and the Naming Process of
Taíno Toponyms in the Greater Antilles

Toponymy of the Caribbean, which for the most part reflects the region’s turbulent colonial, postcolonial and contemporary history, also contains a substantial number of Indigenous place names. Most of them belong to Island Arawak (or Taíno) language, the dominant tongue in the Greater Antilles in pre-Columbian times. Taíno is poorly preserved, and an estimated 1,000 toponyms present the largest part of the corpus of available Island Arawak linguistic material. Non-Taíno place names in the islands are linked to earlier migrations and other language families such as Chibchan, Warao, or Carib. The most important problem in regard to West Caribbean toponomastics is to clarify the systematic distinctions between Arawak place names and those that belong to other language groups.

Although a universal linguistic category, proper names are governed by different linguistic norms in different languages/language families. Unlike anthroponyms, which are often selected from an existing name pool, place names are specially created to mark a certain location. The present study examines the structure of Taíno toponyms by applying a comparative analysis with place names of related North Arawakan languages that are still spoken in surrounding continental areas: Guajiro, Lokono, and Parahuano. Given that Arawakan languages are essentially agglutinative, predominantly suffixing and that nominal compounding is not productive in any of them, the common procedure consists in adding one of the nominalising suffixes, numerous in this language family, to a noun, verb or adjective root. In this presentation, we attempt to identify and phonologically define some grammatical morphemes and roots used in the formation of Taíno place names. The results can be used to identify recurrent morphophonological structures of Taíno toponyms and their geographical distribution in the Greater Antilles, and to differentiate them from non-Arawak forms. At the same time, toponyms play an important role in the culture of its speakers. Devising a place name is a linguistic process through which is chosen a psychosocially acceptable form that reflects the cultural values of the naming speech community. Recent studies have determined that two most common types of place names in continental North Arawakan languages are a) descriptive toponyms based on features of environment (primarily water features and plant names); and b) toponyms formed on the base of a certain activity performed at or an event connected with the named locality. Although we lack enough information about the context of most pre-Columbian toponyms, for this study we are using the available translations of toponyms recorded in the early colonial period to examine whether similar semantic processes can be detected in pre-contact place names in the Greater Antilles.

SALLOUM, Jake
Association of Caribbean States (ACS)
Considerations of Language Preservation in Sustainable Tourism:
A Case Study of Guará Guará (Bastimentos Island English-lexicon Creole)

A significant number of Small Island Developing States (SIDS) grow increasingly reliant on their tourism sector to achieve economic prosperity. Countries of the Greater Caribbean, whilst not classified traditionally under the abovementioned umbrella, are the homes of rimland island territories which share in this characteristic, as well as cultural and linguistic ties with the insular Caribbean.

A notable example of this is Bastimentos, an island belonging to the Bocas del Toro province of Panama, which throughout the past two decades has exponentially focused on international tourism, evidently displacing agriculture as its principal economic activity. This island, whose population predominantly consists of the speakers of Guará Guará, an English-lexicon Creole, is consequently confronted by a dual linguistic hegemony. On one hand, Panamanian Spanish is recognised by the government as their only official language, and thereby remains the sole language of instruction for children at school, while on the other hand, this is supplemented by the current needs of working adults to increasingly immerse themselves in dialects of English, primarily those of visitors originating from the Canada and the United States.

In this context, the gradual trajectory of language loss in their community is explored as an indirect result of international tourism growth. This is measured through the framework of Derek Bickerton's debated decreolisation theory, with acknowledgement that Guará Guará already increasingly borrows lexical items from Panamanian Spanish according to Peter Middleton Snow. Additionally, the reliance of these speakers on international tourism may indeed proposition English to become a superstrate in their society, as most visitors are either English-speaking or use English as their preferred means of communication. The language attitudes of two native speakers of Bastimentos Creole who presently work in the tourism sector in Old Bank will be presented, as well as those of a former Afro-Panamanian English-teacher from Colón.

Whereas previous research by Snow argues that the stability of the language situation is not threatened by the prospect of decreolisation due to the lexical unrelatedness of English Creole and Spanish, and that the presence of English-speaking visitors contributes to language preservation due to shared identity markers between English speakers and English Creole speakers, this paper challenges his conclusions by attempting to measure decreolisation after two decades since his findings. A comparative analysis is made of data obtained initially by Snow (2002), thereafter by Reid (2013), and now through interviews conducted in 2023, particularly as it pertains to presence, or lack thereof, of inflectional morphology in Tense–aspect–modality.

Consequently, based on the results of the metric of decreolisation, the paper highlights the importance of ensuring that policymakers consider language situation in the development of sustainable tourism plans for Small Island Developing States (SIDS), whose implications can be considered for the other English Creole-speaking territories of the Caribbean, and therefore, be used to promote interregional tourism amongst themselves.

SANTOS de SOUZA, João Henrique
Universidade Federal de Roraima
The Current State of Macuxi (Cariban family):
An Endangered Language in Roraima (Brazil)

Macuxi (Makushi) is a language belonging to the Cariban family spoken by around 15% to 33% of the total population of at least 47,000 people. Macuxi communities can be found today mainly in the Brazilian state of Roraima and in Guyana. In fact, the border region between those two countries and southern Venezuela is their traditional territory, bordering the area known as circum-Roraima, named after Mount Roraima. However, this language is currently in serious risk of disappearing, since it is not, in many communities, being transmitted to newer generations by their parents. For this reason, urgent action must be taken in order to preserve this language

and guarantee its vitality for the future. In this line of work, this communication aims to provide a 'state of the art' of the current state of the Macuxi language and its vitality in Roraima.

As a starting point, we provide a linguistic and cultural inventory of material available on the internet regarding the documentation, description and teaching of this language and its culture. It also includes material on education, territory and politics. From a perspective of the relationship between language and culture and territory, regarding language preservation, strengthening and revitalisation, we aim to provide the current state of the language and propose a few steps in order to revitalise Macuxi, its language and its culture. The next step is to provide a diagnosis of language vitality in selected Macuxi communities.

We are currently offering a course on Macuxi teaching to Macuxi language teachers, who aim to revitalise the language in their communities. In this course, teachers are developing teaching material to literate children in the Indigenous language as a means to help preserve the language. Another Master's student is currently finishing a thesis creating language material which regards cultural features of Macuxi society, such as traditional songs and dances. Some of the phases in our investigation and their results will be presented during the communication, as well as some new suggestions of steps to be taken for language vitality and preservation, according to our diagnosis.

SCOTT, Nicole, and Nadine LOGAN ASHLEY

Mico University College

Unveiling Insensitivity:

***A Qualitative Analysis of Inappropriate Comments
in Social Media Discourse on Pressing Societal Concerns***

In the realm of social media, public discourse on serious and consequential issues often falls victim to the pervasive presence of insensitive comments. This qualitative study analyses the types and prevalence of insensitive remarks made in the public domain and how they impact the quality and tone of public discourse. It also investigates how individuals' gender identity intersect with the types of insensitive comments they encounter and their responses. Further, the study suggests factors that contribute to the prevalence of such comments.

Drawing from data collected from comments on viral videos across Instagram, Facebook and Twitter, as well as comments under newspaper articles, the study identifies a range of comment types – dismissive, dismissive sarcasm, sexist, racist etc. The investigation reveals that insensitive comments significantly deteriorate the quality and tone of public discourse in two main ways. First, they perpetuate a hostile and polarising atmosphere which hinders constructive dialogue and impede the exchange of diverse perspectives (see Benesch 2015). Second, insensitive comments propagate harmful stereotypes and reinforce oppressive structures, further marginalising already vulnerable groups/individuals within society. As it relates to the gender intersection with the types of insensitive comments, the nature of the issue determines if there is a gender divide.

Several factors contribute to the prevalence of these insensitive comments. First, virtual anonymity provides a shield for individuals to express unchecked biases and prejudices without fear of repercussion (see Donath 1999). Second, the echo chamber effect fosters the reinforcement of like-minded opinions which intensifies the proliferation of insensitive remarks within homogeneous online communities, thus the "I'm just here for the comments" or "I brought chairs for these comments" reactions. In addition, the perceived distance and detachment inherent in online interactions often lead to a desensitisation towards the impact of people's words, facilitating the normalisation of insensitive language (Turkle 2011).

This research contributes to the growing body of literature on online discourse in Caribbean contexts by providing empirical evidence of the far reaching effects of insensitive comments on public discussions surrounding consequential issues. By uncovering the underlying dynamics driving the prevalence of such remarks, this study offers insights into potential strategies for mitigating their impact and fostering more inclusive and respectful language in online environments.

SELVON-RAMKISSOON, Nicha

University of Trinidad & Tobago

“I ain changing meh Dialect, meh Patois...”¹:

Language Attitudes in the Carnival Musics of Trinidad & Tobago

Like in many postcolonial states, the Indigenous and transplanted groups of people in pre-independence Trinidad & Tobago became victims of ‘linguisticide’ on account of colonial language policies (Ndlovu-Gatsheni 2018). Out of the crucible of colonisation, however, enslaved and indentured peoples engaged in the reconstruction of endonormative linguistic forms: Creoles, indigenised Englishes, Pidgins, mixed-codes, (home) signs, etc. (Ali et al 2022). Each group of people that came to the region brought with them knowledge of their musics, including their accompanying instruments and dances, and they carried on their artistic practices in spite of ever-changing restrictions (cf. Cowley 1996; Henry 2008; Liverpool 2001; Rohlehr 1990).

The musics most associated with Carnival are usually now sung using Caribbean Creole codes. A few of these songs overtly examine the nature of these Creoles, affording the listener an almost meta-linguistic experience. A few others indirectly link language with cultural pride. This paper will examine language attitudes and the theme of linguistic/cultural pride in three songs: The Mighty Conqueror’s (1962) *Trinidad Dictionary*; Rikki Jai’s (1989) *Sumintra*; and Bunji Garlin’s (2021) *Trini Lingo*. These songs represent three different genres of Carnival music with two and three decades respectively between them, allowing for an examination of changes in attitudes toward Trinidadian English Creole over time. Through critical discourse lenses Fairclough’s three-part model for analysing a communicative event or interaction (the text, the discourse practice, the sociocultural practice), will be used to illuminate the songs’ representations of social practices and constructions of relationships between the persona in the songs and the intended hearers.

SIEGEL, Jason F.

The University of the West Indies, Cave Hill

Lexicography in Education:

Required Dictionary Skills in the Greater Caribbean

Dictionary skills are an important staple of school curricula in many countries of the Americas. Children learn skills such as using guide words, examining headwords to find correct spellings, and reading through senses to find the appropriate meaning for the sentence they have in mind. These skills have even been enshrined in US Common Core standards for English Language Arts (see CCSSI 2021), and in other regional or national standards of the region as well, whether shared with Common Core (e.g., those of the Organisation of Eastern Caribbean States (2018)) or formulated independently (such as the standards found in Barbados (Ministry of Education and Human Development (2018), in Ontario (Ministry of Education (2006), and in Brazil (Ministério da Educação 2018). Dictionary skills are often highly specific in the early years of education. When students reach secondary school, required dictionary skills instruction – if such a thing exists in a particular locale – tends to disappear or stagnate in complexity. At this stage, students are asked to do little more than either create personal dictionaries for their own use or consult a dictionary for more diverse information; for example, instead of consulting a dictionary just for spelling or meaning, they may be asked to consult it for word origins and pronunciations. While these are laudable skills that should be preserved in the curriculum, Nesi (1999) shows that reference skills are highly complex. She proposes a taxonomy of 40 such skills needed for effective dictionary usage at the university level, including six skills regarding dictionary meta-knowledge, such as “Understanding principles and processes of dictionary compilation” and “Dictionary criticism and evaluation” (54). Although Nesi’s list is for university students, the skills that she identifies are appropriate for secondary school students as well, even for those not planning to continue to university, as the use of reference materials is a lifelong skill. In this presentation, I examine the required dictionary skills from across the Greater Caribbean, for all countries and territories whose standards are publicly available. I contextualise these standards with those of other polities in the Americas. I illustrate the

¹ A line from Bunji Garlin’s (2021) *Trini Lingo*.

Caribbean standards, particularly those standards that are either very common or very rare. From there, I evaluate how our region's prescribed skills compare to the prescriptions of other parts of the hemisphere, in terms of breadth and detail. I further suggest ways to integrate dictionary skills into the curriculum standards for primary and secondary school students, acknowledging the various ways that ministries have already begun the process, e.g., the suggested activities in the Caribbean Examination Council's curricular guide.

SIPPOLA, Eeva, and Marivic LESHO
University of Helsinki, and Hypergiant Industries
Migration and Creole Identity in Cavite City, Philippines

The linguistic consequences of the Philippine migration and its socioeconomic dynamics have only recently been explored, with the focus usually on contexts overseas (Lan 2003, Lorente 2012). In this paper, we examine how migration affects language and identity in the Creole community at home, focusing on the case of Cavite City, Philippines. We also discuss how this type of multilingual context challenges common Western assumptions that language loss equals culture loss (cf. Dorian 1998, Childs et al 2014), and how the factors leading to the creation of the Creole are the ones affecting its decline.

Cavite was a colonial trading port, where local, Spanish, and Chinese population groups mixed and created Chabacano, a Spanish-Tagalog Creole, which became a marker of local identity, although residents historically also maintained fluency in Tagalog and/or Spanish. Today, however, the community has shifted to Tagalog/Filipino and English as the primary languages (Lesho and Sippola 2013).

Based on qualitative analysis of data collected in Cavite from 2010–2012 (including participant observation, 42 sociolinguistic interviews, and Chabacano texts), we show how Caviteño identity reflects recent changes in the national and global context of mass migration. The data reveal a pattern of translocality in the residents' daily linguistic, cultural, and economic practices, as in other Philippine communities affected by migration. Sixty-seven per cent of the interviewees had family overseas, and 21% had lived abroad themselves. The importance of migrant culture in Cavite is also seen in a preference for US or other foreign goods and for college programmes geared toward the global service and care industries. Similarly, the language practices of Caviteños below grandparental age have shifted to a more national and global orientation. Chabacano is severely endangered, and today Tagalog/Filipino, English, and Taglish are used in local contexts. While the community expresses positive but nostalgic attitudes toward Chabacano, its practical value has been replaced by symbolic functions. In addition, interviewees reported learning languages such as Greek and Arabic, reflecting migrant placement abroad.

The results indicate that the factors that created Chabacano are also the reasons leading to its decline. Tagalog and English are now dominant in Cavite due to their linguistic capital in the national and global markets, while Chabacano is tied to local values and culture. The decline has accompanied a shift in identity from local to translocal as a result of migration patterns. At the same time, however, local pride in Cavite has always been tied to the city's cosmopolitan Creole culture, historical importance in colonial trade, and national pride. Caviteños are nostalgic for Chabacano, but it does not represent Cavite identity alone, as multilingualism and hybrid language practices have always been present in the community.

Recent shifts in Cavite identity are related to longstanding historical and cultural patterns, with complex dynamics reflecting both local pride and participation in the global market. More generally, these findings contribute to the discussion of the links between language loss and culture loss in Creole contexts and their effects on diversity in multilingual societies.

SNODDON, Kristin, and Ian DHANOOLAL
Toronto Metropolitan University, and Deaf Empowerment and Advancement Foundation
of Trinidad & Tobago
A Phenomenology of Deaf People's Experiences of Understanding
and Music at Trinidad Carnival

This paper presents a heuristic phenomenological study of signing deaf people's experiences of understanding and music at Trinidad & Tobago Carnival. Carnival is the cultural expression of a people whose humanity has long been in question and whose personhood must be affirmed. The lingering impact of colonialism is evident in educational policies and practices that today continue to constrain the life chances of deaf signers in Trinidad & Tobago and attitudes toward Indigenous sign languages. Phenomenology is a method for questioning the way we experience the world; it aims to capture experiences as they are lived through the body as the means for how we perceive and understand the world. Merleau-Ponty's phenomenology of touch provides a lens for framing participant experiences of understanding and being understood that are not mediated solely by language.

This study, which also involved making a short film, attempts to combine qualitative research methods involving phenomenology and deaf ethnographic filmmaking with processes of knowledge construction that are relevant for Caribbean people and that involve local practices, experiences and interactions. Through lived experience descriptions of deaf people's participation at Carnival, the paper reveals Caribbean deaf epistemologies that challenge distantism, which privileges sight and hearing over tactility and connection. Caribbean deaf epistemologies also challenge colonialist views and categories of languages and linguistics, including logocentric ideologies of understanding. In turn, the paper reveals how deafness is a methodology for understanding the cultural artefacts and processes of Carnival.

TELFER, Daidrah, and Hubert DEVONISH
University of Technology, and The University of the West Indies, Mona
Bridging Linguistic Divides:
Transforming a Linguistic Grammar into a Community Resource

An accessible community grammar is a powerful tool for empowering Indigenous groups, especially those engaging in language documentation and revitalisation activities (Czaykowska-Higgins 2009). It helps the community to answer the questions, "What is the structure of my language? How does it work?". Unfortunately, the target community members have notions of grammar derived from their language of education, English. They expect their own language to fit inside the same grammatical categories that exist in English. Such categories obscure the very "genius" of the language that the grammar is trying to shine a light on.

The above presents a challenge. This paper reflects on the process of transforming an existing grammar of Lokono, an endangered Arawakan language spoken in Guyana, French Guiana, and Suriname. The hoped-for end-product is a grammar designed for community use. It should provide explanations that are intuitive to a naïve speaker of the language who has never learned about English grammar. The community grammar should allow the non-linguist users to develop an explicit understanding of core patterns of the language based on observations of how the language works.

The paper will focus on the pronominal system. This pronominal system has complex distinctions of person, number, gender, and deep interconnections with the attributive and privative verb forms. Unravelling this system requires exploring the concept of time stability — the semantic continuum where nouns represent the most time-stable meanings while verbs are least time-stable. Morphologically, words may appear to behave uniformly by taking the same affixes. However, interpretation of those affixes depends on the root's position on the time stability continuum. How does one explain all this to a naïve speaker or aspiring speaker of Lokono whose only grammar reference point is schoolbook English grammar?

The paper highlights key challenges faced translating this technical analysis, the reasoning employed, and the decisions made. The first challenge is one of conveying, in clear terms, concepts such as root, stem, prefix and suffix so crucial for describing an agglutinating

language like Lokono. Even more challenging is determining how to present Lokono's unique "genius" features — like the pronominal complexities interwoven with time stability effects — in an accessible yet accurate manner for community members.

We discuss our use of and the effectiveness or otherwise, of cross-linguistic metaphors to bridge the linguists' specialised metalanguage and vernacular Lokono concepts. As for capturing the 'genius' that operates within the grammatical system of the language, we explored the use of canonical exemplars, cultural references and sometimes, simply 'plain commonsense'. This is a work in progress and the proof of its success will be in the use to which the grammar is put by the community.

WILKINS, Tanyia-Joy
The University of the West Indies, Mona
"Dem se mi chat bad":
An Exploration of Linguistic Trauma and Phonological Development
in Jamaican Children

The linguistic backgrounds of Jamaican children entering the school system are varied but it is understood that most children begin their school lives speaking a variety of Jamaican Creole (JC) as their first and only language (Pollard 1998, Christie 2003, Bryan 2004, Ministry of Education and Youth 2015). Children feel the pressure to speak English from the moment they begin formal schooling (Craig 1971, Lacoste 2012). Despite this, the results from Language Arts examinations sat by Jamaican children at the primary and secondary level indicate that there are still challenges with the mastery of English.

Though attitudes towards JC are changing and there is greater recognition of it as a language distinct from English (Jamaican Language Unit 2007), the perception of those who are JC-dominant speakers is still largely negative (Walters 2017). JC may be linked to the pride that Jamaicans have in how the world views their culture, but it is not seen as aspirational. JC is still associated with notions of poverty, unintelligence, and questionable morality. No doubt, children have internalised this, and some have expressed feelings of inadequacy arising from their predominant use of JC and lack of mastery of English (Manning-Lewis 2021). JC is viewed as necessary to impart information to JC-dominant students but is not valued. Their native language is seen as needing "correction" and the context in which many Jamaican children learn language is highly stressful.

It is against this backdrop that this paper explores the concept of linguistic trauma to account for why children from four government-run schools in Jamaica performed well on a task that required them to produce a Jamaican English (JE) phoneme that is not part of the JC inventory but then performed worse when required to produce a phoneme native to both JC and JE. The participants in the study were grade 2 students still in the early stages of primary level schooling and grade 5 students, one year away from exiting the primary level programme. Data were collected using researcher-designed repetition tasks involving nonsense and real words.

The results suggest avoidance of forms that are stigmatised as being JC reflexes of JE phonemes. Rather than focus on the acoustic signal, children appear to be making sociolinguistic decisions based on the language that is expected in a school environment. When in doubt, the children produced forms that are associated with non-JC speech.

The results of this study are expected to contribute to the development of improved approaches to the teaching of English that are best suited for Jamaica's language situation.

WILLIAMS, Kedisha
The University of the West Indies, Mona
Towards a Methodology for Understanding Language Ideology in Jamaica

Understanding language ideology in Creole situations is critical for addressing linguistic, educational, social, and cultural challenges and for promoting a more inclusive and equitable society. However, in the Jamaican context language ideology is not clear-cut. The difficulty of typologising the Jamaican society as strictly, diglossic or bilingual coupled with no official policy to support the dominant language, Jamaican Creole, results in what one would consider competing ideologies. This lack of clarity does not assist with the implementation of language policy that can benefit the society at large. This presentation seeks to showcase a methodological approach of creating ideological narratives from focus group transcript to a full ideological narrative using language attitude survey data and focus group data to give voice to the language belief systems of individuals, social groups and the Jamaican society at large. It examines how speakers' beliefs and feelings about language are constructed from social factors. This research project uses data from focus groups to construct the language belief systems of individuals, social groups and the society at large. The data from these focus groups are combined to create ideological narratives of specific demographic groups. Emerging out of these ideological narratives would be a single language ideology statement representing the outlook of the Jamaican speech community as a whole. This would then be used to revisit the results of the Language Attitude Survey of 2005 and 2014, allowing for an understanding of Jamaican language ideology which is informed by both quantitative and qualitative data.

WILLIAMS, Tonia, Kate NATION and Sonali NAG
University of Oxford
Beyond <TH>:
Orthographic Insights into Jamaican Patois-English
Non-identical Cognate Spelling

Despite governmental efforts, literacy remains a significant challenge in Jamaican schools, affecting students of all ages (Reid 2012; Thomas 2023). Previous research has explored academic, welfare, and sociocultural interventions to improve literacy, yet challenges persist. This study delves into the psycholinguistic factors that may influence the acquisition of and proficiency in English reading and writing among dialect-lexifier bilingual speakers of Jamaican Patois and English. Previous research shows that some dialects are associated with slower overall literacy development (Kohler et al 2007; Patton-Terry and Connor 2010; Mtsatse and Combrinck 2018), and that there is an influence of phonology on spelling (Shollenbarger et al 2017; Treiman 2004). Previous linguistic research (Nero 2015), demonstrating that Jamaican students' English writing reflects Patois syntax and phonology, suggests a linguistic component to the literacy issue in Jamaica. Consequently, and in keeping with views of some Caribbean linguists (Craig 2006; Carpenter and Devonish 2010), this suggests that Patois-English phonological differences could be linked to reading and spelling difficulties, and supports the need for further investigation into the potential impact of Patois on literacy.

Broadly, this research explores, if and how does Jamaican Patois affect the processing of written words in English. More specifically however, it addresses how Patois-English bilingual speakers spell Patois-English non-identical cognates? The study investigates the impact of non-identical cognate phonology, particularly of English <TH> sounds (/θ/, e.g., think /θɪŋk/ and ð, e.g., that /ðæt/), on spelling among Jamaican Patois-English bilinguals. In Patois, these sounds are replaced by <T> (think as /tɪŋk/), and <D> (that as /dat/) sounds respectively, creating difficulties in spelling words containing them.

This spelling study employs a 2X2X2 mixed design, comparing developmental levels (adults vs. children) between participants, and English pronunciation (TH vs non-TH) and Patois pronunciation(/t/ vs /d/) within participants. Using logistic regression and binomial distributions, we analyse the effect of these dynamics on spelling accuracy, considering individual literacy, and self-reported language experiences.

We expect greater accuracy of adults on all tasks, but similar task performance when controlling for literacy levels between participants. Literacy is hypothesised to correlate

positively with accuracy, due to increased familiarity with spelling conventions. English non-TH words (e.g., *plate*, *dolphin*) are expected to have higher accuracy than TH-pronounced words (e.g.m *think*, *though*), as the TH words are all phonologically non-identical in Patois. Due to its shared grapheme, we also anticipate t-pronounced Patois words will have a higher accuracy than d-pronounced Patois words.

This research fills a gap in psycholinguistic studies on Jamaican Patois and English, shedding light on the relationship between Creole language use and literacy skills. The insights gained can directly inform pedagogical practices aimed at improving spelling proficiency among Creole speakers and dialect-lexifier bilinguals, with potential implications for curriculum development to address Jamaica's literacy challenges. Specifically, the results could underscore the importance of incorporating more explicit instruction on spelling as a Patois speaker. By advocating for the intentional integration of Patois into Jamaica's educational paradigms, this research paves the way for a more linguistically inclusive and literate future for Jamaica.

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UNIVERSITY of GUYANA

CELEBRATION
OF
**Guyanese
Linguists**

Wednesday, August 07, 2024
George Walcott Lecture Theatre
Turkeyen Campus



Celebration of Guyanese Linguists

Wednesday 7 August 2024

George Walcott Lecture Theatre

Turkeyen Campus

8.30 p.m.	Convene in Auditorium, GWLT
8.30 – 8.35	Welcome and Introduction Chair – Dr Carolyn Cummings Head, Dept. of Language & Cultural Studies, FEH
8.35 – 8.45	Greetings and Significance of Event Dr Jo-Anne Ferreria SCL Immediate Past President
8.45 – 9.45	Reading of Citations Dr. Tamirand Nnena De Lisser, and Alim Hosein Senior Lecturers in Linguistics, FEH Presentation of Awards Dr Troy Brown, and Bonita Hunter Deputy Deans, FEH
9.45 – 9.48	Performance Damion Layne “One Love” (saxophone)
9.48 – 10.15	Testimonials Friends and Acquaintances of the Awardees
10.15 – 10.25	Response on Behalf of Awardees Dr Shondel Nero Distinguished Guyanese Linguists Awardee
10.25 – 10.30	Closing Dr Pamela Rose Deputy Director, UGBC



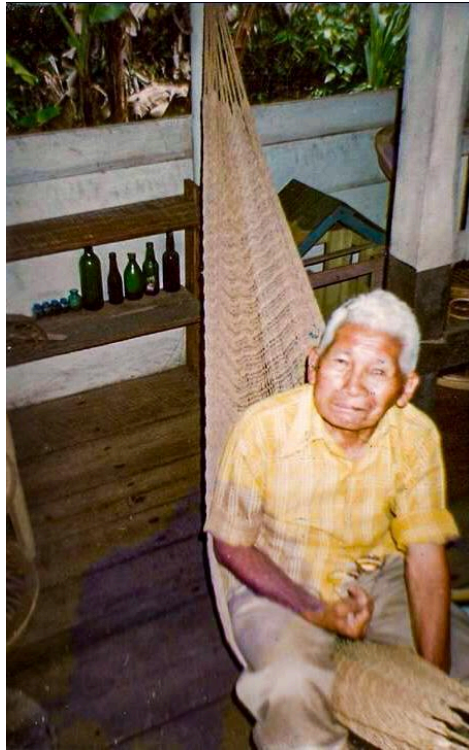
S.R. Richard Allsopp (1923–2009)

Professor Richard Allsopp was a retired Professor of Caribbean Lexicography and Director of the Caribbean Lexicography Programme at the University of the West Indies. He was a pioneer Caribbean linguist/creolist and Caribbean lexicographer who produced the first MA thesis in Creole Studies in 1958, launched the Caribbean Lexicography Project in 1972, and became its first director and coordinator.

Richard Allsopp was born in Guyana in 1923. He attended the prestigious boys' school, Queen's College, and studied for his PhD at the University of London. On his return to Guyana he taught at Queen's College and in 1962, became the first Guyanese to be the School's acting principal. In 1958, he was awarded the Crane Gold Medal for the most outstanding contribution to education in Guyana. Professor Allsopp joined the College of Arts & Science in Barbados of the University of the West Indies as its first Lecturer in English, in 1963; serving soon after as a significant member of its development and management team in his capacities as Vice-Dean and Chairman of the Division of Survey Courses and Social Sciences. He went on to serve the University in a variety of capacities: as the Campus' first Public Orator, and as a member of Council and of Senate, to name a few. Professor Allsopp together with colleagues across the university was instrumental in the early 1970s in the introduction of linguistics studies at the UWI and in the design and teaching of a range of linguistics courses. In 2003, the University of the West Indies honoured his work and his stellar contribution to the study of Caribbean language and culture by conferring on him the honorary degree of Doctor of Letters. In 2004, the Government of Barbados awarded him the country's second highest national honour, Companion of Honour of Barbados, for his distinguished contribution to education.

Richard Allsopp's pioneering *Dictionary of Caribbean English Usage* was published in 1996 followed by the *Book of Afric-Caribbean Proverbs* in 2004 and his final work, the *New Register of Caribbean English Usage* appeared posthumously in 2010, having been completed at the end of 2007. In addition to these works, he also published 70 scholarly articles on Caribbean lexicography, Creole linguistics and English language teaching. He was the first West Indian invited to serve on the editorial board of the *Oxford English Dictionary* and the *American Heritage Dictionary*. He was also the first Vice-President of the Society for Caribbean Linguistics and the second President of the Society from 1976 to 1978. In 1994, Richard Allsopp was made an Honorary Member of the Society. His last SCL publication was *The Case for Afrogenesis and The Afrogenesis of Caribbean Creole Proverbs* (2006).

In 2023, Richard Allsopp, along with his wife, Jeannette Allsopp, was awarded posthumously the honorary degree of Doctor of Letters by the University of Guyana, for "Excellence in Linguistics and Languages".



John Peter Bennett (1914–2011)

John Peter Bennett was born and raised in Kabakaburi, Pomeroon River. His first language was Loko (the term he uses for the language). While he learnt English at school and through his extensive reading, one of his fondest childhood memories was hearing his father telling stories in Loko in the early morning. Bennett grew up during a period when speaking his language at school and other public places was greatly discouraged. He recalls though, that as a young adult, “feeling that the ability to speak one’s own language was something good and shouldn’t be lightly discarded” (Bennett and Hart 10). He was always interested in his mother language and was worried about the rapid decline in its use, which he observed not only in Kabakaburi but in other Lokono communities around the Pomeroon and Northwest areas.

His hopes and passion to safeguard against further loss of Loko and revitalise the language came through his initial exchange of letters with Jamaican and Caribbean scholar and politician Richard Hart in 1965. Hart’s second letter to Bennett on 15th August, 1965, expresses his excitement at Bennett’s “grasp of the Arawak language” and suggests that Bennett “write [s] a little book on the language” (Bennett and Hart 51). That “little book” became a decades long project for Bennett, which he began with the documentation of Loko words and their meanings in English. He became increasingly fascinated with the project, which eventually evolved into the compilation of a dictionary! The energy, passion and commitment that Bennett put into his scholarship is evident in his years of correspondence with Richard Hart, published in *Kabethechino* (1991), edited by Janet Forte. Bennett’s research and documentation of Loko was disrupted by major surgery in 1971, followed by a slow and partial recovery. He resumed work on his scholarship in 1976 with equal vigour, despite his physical disabilities.

It is important to mention that Bennett’s Loko revitalisation efforts included his organisation of monthly meetings with Lokono speakers from Kakabakuri Mision. They began meeting in 1967 and after Bennett’s illness and subsequent surgery in 1971, these meetings continued from the 1980s to the 1990s. Although some of the speakers migrated from the community and some passed away, Bennett still persevered with meeting his fellow Lokono speakers who could share their knowledge of the language and their passion for preserving it. These meetings organised by Bennett were crucial to Loko revitalisation in Guyana and while they focused generally on Lokono heritage and culture, much time was also dedicated to the language.



John Bennett's work was also encouraged and supported by Denis Williams and the Walter Roth Museum of Anthropology. Through this collaboration, Bennett delivered the 10th edition of the Edgar Mittelholzer Lecture Series in 1986: *The Arawak Language in Guyanese Culture*, which comprised two talks, the first focusing on 'The Naming of Coastal Guyana' and the other on 'Arawak Subsistence and Guyanese Culture'. The publication of the Edgar Mittelholzer Lecture in 1988 was followed by the Walter Roth Museum's publication of *An Arawak-English Dictionary (with an English word-list)* in 1989, as a single contribution in the museum's *Archaeology and Anthropology* journal. The second edition of the dictionary was published in 1994, also by the Walter Roth Museum of Anthropology. Following the publication of the dictionary, Bennett's teaching guide, *Twenty-Eight Lessons in Loko (Arawak): A Teaching Guide*, was published in 1995.

Bennett's scholarship was helped greatly by his natural curiosity, his love of learning and his passion for reading. He also enjoyed talking with people, which helped immensely with his research. When he lost his eyesight in 1998, it was the most painful experience for him. Up to that period, he was still compiling an additional list of Loko words and their meanings, which remain unpublished. His other major unpublished work includes *Loko Stories*, a collection of stories written in Arawak and English. While *Kabethechino* is testament of his prolific letter writing, his other letters remain unpublished and unresearched too. He shared a lot of his scholarship through his letters, with scholars from various locations.

Among his many awards, Bennett received the Golden Arrow of Achievement in 1988.



George N. Cave

George N. Cave is a notable Guyanese educator and linguist, recognised for his contributions to the field of sociolinguistics and education in Guyana. He also served in the administrative position as the Registrar of the University of Guyana.

Cave's work explored language teaching and learning within the sociocultural context of Guyana. His research focused on the sociolinguistic factors affecting language production in educational settings. He contributed to an improved understanding of language instruction and dialectal variations among young students. His work includes *Some Sociolinguistic Factors in the Production of Standard Language in Guyana* (1970); *Primary School Language in Guyana* (1971)—which investigates the oral language abilities of students at the standard one level in Guyanese primary schools; *Measuring Linguistic Maturity: The Case of the Noun Stream* (1972), and *Some Problems of Language Learning in Guyana* (1972). He made significant contributions to the Use of English programme at the University of Guyana and introduced new directions in Creole studies through his engagement with the Society for Caribbean Linguistics.

Throughout his career, Cave has been associated with various educational initiatives, such as being the Guyana Teachers' Union representative on the Teaching Service Commission. He has contributed significantly to the discourse on language and education in Guyana, emphasising the importance of culturally and linguistically responsive teaching practices. He has contributed to public discourse by publishing in the national newspaper.



Dennis Roy Craig (1929–2004)

Professor Dennis Craig was a distinguished administrator, an outstanding researcher, and a noted poet. He was the inaugural Dean of the School of Education at The University of the West Indies, Mona Campus in Jamaica. He served as a Vice Chancellor of the University of Guyana from 1991 to 1995 and as an Advisor to the Government of Guyana from 1988 to 1991.

He was particularly renowned for his research in teaching English to speakers of Related Vernaculars. His work was instrumental in shaping best practices for English language instruction across the Commonwealth Caribbean and providing a foundation for pedagogy that acknowledged and respected students' linguistic backgrounds.

He authored several books and scholarly articles, including *Teaching Language and Literacy: Policies and Procedures for Vernacular Situations* (1999); *A Situation Analysis of Primary and Secondary Education in the Caribbean* (1997); *New World English* (1983); *Social Class and the Use of Language: A Case Study of Jamaican Children* (1986), and *Teaching Standard English to Non-standard Speakers: Some Methodological Implications* (1983).

In 1998, he was awarded the Guyana Prize for Literature in the Best First Book of Poetry, *Near the Seashore*. He was the first Secretary of the Society for Caribbean Linguists (SCL) from 1972 to 1976 and then became the President of the SCL from 1980 to 1982.

His legacy was honoured with the *Professor Dennis Roy Craig Award for Graduate Studies in Language Education*. This award is for outstanding research in Language Education undertaken at the graduate level in the School of Education, at the University of the West Indies, Mona campus. The recipient of this award is the graduate with the most outstanding research at the doctoral level in Language Education.

Professor Craig's legacy continues in the approaches to teaching Creole speakers in Caribbean classrooms.



Hubert Devonish

Professor Hubert Devonish is a Professor Emeritus at the University of the West Indies (UWI), Mona Campus, Jamaica, where he has been a prominent figure in the Department of Language, Linguistics, and Philosophy. He has held several administrative roles in this department, including Head of the department and the Coordinator of the Jamaican Language Unit which advocates for the formal use of Jamaican Creole in public and educational contexts.

He was born in Guyana and later moved to Jamaica. He pursued his higher education in Linguistics, earning a degree from the University of York, UK, and subsequently completing his doctoral studies in this field. His research and advocacy focus on Creole Linguistics, Sociolinguistics, Language Planning and Language Policy, Caribbean Linguistics, Garifuna, Lokono (Arawak), Maroon Languages of the Caribbean, Language Rights, Caribbean Language and Music, and Creole languages in education. He has examined the roles and statuses of Creole languages, advocating for their formal recognition and use in education and public life.

He has authored and co-authored several books and articles, including *Language and Liberation: Creole Language Politics in the Caribbean* (2007); *Talking Rhythm, Stressing Tone: Prominence in Anglo-West African Creole Languages* (2002); 'Swimming against the Tide: Jamaican Creole in Education.' *Creoles in Education: An Appraisal of Current Programs and Projects* (2007) and *Toward Full Bilingualism in Education: The Jamaican Bilingual Primary Education Project* (2007).

Professor Devonish is the recipient of numerous international fellowships and awards, including the National Endowment for the Humanities Visiting Professor, Colgate University, USA (2011), Senior Fulbright Research Fellowship, Stanford University (1989) and Commonwealth Academic Staff Fellowship, School of Oriental and African Studies, London (1985). One of his notable contributions is his work on developing a standardised writing and spelling system for Jamaican Patois. He collaborated with Frederic Cassidy to modify and promote the Cassidy-JLU writing system, which has been instrumental in elevating the status of Jamaican Creole. Professor Devonish has contributed to several public and professional bodies, such as the SCL, SPCL, Journal Editorial boards, among others. In 2018 when he retired from UWI, a conference was held in his honour to celebrate his contributions to Linguistics and his advocacy for language rights. His work continues to influence language policy and education in the Caribbean, promoting linguistic diversity and cultural identity. His efforts have paved the way for greater acceptance and integration of Creole languages in formal and informal settings, ensuring their preservation and growth for future generations.



Walter Edwards

Professor Walter Fitz-Herbert Edwards is a Distinguished Service Professor at Wayne State University, United States. At Wayne State University, Professor Edwards has also held the positions of Director of the Linguistics program, Assistant and Associate Dean of the Graduate School, Assistant Vice President for Academic Affairs, and interim chair of the English Department.

He was born in Guyana, and grew up in Albouystown, at that time the poorest section of the capital city, Georgetown. In 1969, he earned a BA in English at the University of Guyana and continued his tertiary education in England, earning an MA in Linguistics in English Language Teaching at the University of Lancaster in 1971, and his PhD in Language and Linguistics at the University of York in 1975. In 1975, he joined the full-time faculty of the University of Guyana, his alma mater, as an assistant professor and rose to the rank of Reader. In the process, he founded the Amerindian Languages Project (ALP) at the University of Guyana in 1977. The ALP had produced several Amerindian language dictionaries and publications and hosted a radio programme on Amerindian language and culture. He also published several scholarly articles on Amerindian languages in refereed journals, including *A preliminary sketch of Arekuna Phonology*; *Some synchronic and diachronic aspects of Akawaio Phonology* (1978) and *An ethnohistory of Amerindians in Guyana* (1979). In 1980, Edwards emigrated to the USA and joined the English Department of Wayne State University as an assistant professor of Linguistics and achieved the rank of full professor in 1989.

In 1993, while serving as Associate Dean of the Graduate School, Professor Edwards directed the newly created Humanities Centre, developing the Centre's original charter, its initial programme descriptions and, with the guidance of then President Adamany and then Graduate Dean Gary Heberlein, organised the Centre's first Advisory Board. Between 1993 and 2022, Edwards spearheaded the Centre's re-chartering and its expansion programmatically; and guided the Centre to salience, respect, and prominence in the University as a significant source of fellowship, advocacy and funding for WSU's humanities faculty and graduate students, while also bringing to the campus many nationally and world-renowned humanities scholars as guest speakers for the Centre's conferences, symposia, and visiting professors. Edwards stepped down from the Directorship of the Humanities Centre in August 2022 and has returned to the English faculty to continue teaching and researching.

His research interests and publications are in the fields of Guyanese and Caribbean Anglophone Creole studies, African American Vernacular English, and Sociolinguistics.



Alim Hosein

Alim Hosein is a linguist, educator, artist, literary and art critic in the Department of Language and Cultural Studies at the University of Guyana (UG). He has functioned in various administrative positions at UG and in Guyana, including Head of Department in the Department of Language and Cultural Studies, Dean of the Faculty of Education and Humanities, and Chair of the Board of Management at the National Gallery of Art.

Born and raised in Georgetown, Alim obtained his Bachelor of Arts from the University of Guyana and his Master of Arts from Indiana as a Fulbright scholar. Since 1984, Alim has worked at the University of Guyana where he has received awards for distinguished service (2004) and long service (2011; 2016). It was at UG that his engagement with language and linguistics flourished.

As a linguist, Alim concentrates on sociolinguistic research in linguistics in Guyanese society with an emphasis on Guyanese (Creolese). His publications include numerous technical reports and monographs such as *Guyanese Language* (2014); *More than Words* I, II, III (2015); *Attitudes to Guyanese* (2016); journal articles, including “Attenuating Agency: The Use of Apology Strategies used in Face-Threatening Situations in Guyana”; “As New and as Old,” and book chapters, including “Reduplication and Language Change in Guyana”.

Alim has made valuable contributions to the linguistics landscape in Guyana through his numerous linguistic awareness columns in the newspapers, teaching of language and linguistic courses to generations of students at UG, advocacy for language rights and greater acceptance of Creolese and Indigenous languages, provision of administrative, pedagogical and research-based support to the Guyana Languages Unit at the University of Guyana, public lectures and membership on different boards and organisations in Guyana.



Dhanaiswary Jaganauth

Dhanaiswary Jaganauth is a linguistic educator and researcher who served as a Junior Research Fellow in the Institute of Caribbean Studies at The University of the West Indies and taught Linguistics in the Department of Linguistics at the University of Guyana and The University of the West Indies, St Augustine Campus, Trinidad, and Mona Campus, Jamaica.

She was born and raised on the West Coast of Berbice. She attended the Government Training College in Georgetown and obtained a Trained Teachers certificate in 1966. Later, she acquired a Bachelor of Arts with majors in English and Spanish and a Diploma in Education from the University of Guyana. She graduated with a Master of Arts in Linguistics from the University of the West Indies. Her career in education started at an early age, when she joined the teaching profession at the age of 14 years as a Pupil Teacher. Her teaching career did not stop at the primary level, but also encompassed secondary levels in Guyana, as well as tertiary levels in Guyana, since 1978, and the wider Caribbean. From 2008 onwards, she taught courses in the Sociolinguistics of Caribbean Language and Society and World Englishes at the University of the West Indies Mona Campus. She also wrote course materials in Language Acquisition, Introduction to Morphology and Syntax, and the Sociolinguistics of Caribbean Language and Society for postgraduate courses at the Open Campus undergraduate programme. In 2016, she returned to the University of Guyana where she taught courses in language education until 2019. A number of her former students now have PhDs.

Her research work focused on Sociolinguistics of Caribbean Languages (Guyanese Creole, Jamaican Creole) and analysis of student errors in Guyanese English essays. She contributed to research on Berbice Dutch and French Creole and presented several papers at the Society of Caribbean Linguistics (SCL) conferences. Her publications and contributions to books and articles include "The use of se (say) in Jamaican Creole" (In: *Respect Due: Papers in honour of Bob LePage*, Ed. Pauline Christie), a translation of Dutch Creole story "Skeelpaata: How the turtle got the cracks on its back" (In: *Festival of Guyanese Words*, Ed. Rickford) and columns on language awareness in the *Stabroek* newspaper in Guyana. Dhanaiswary's contributions to linguistics also included much community work, radio broadcasts, grading CXC English papers, event planning for International Mother Language Day, among others. She enjoys needlework and art and applied her skills at making the conference bag for SCL Jamaica 2006.

Dhanaiswary Jaganauth is a long-standing member of the Society for Caribbean Linguistics (SCL), having joined in 1976.



Shondel Nero

Dr Shondel Nero is Professor of Language Education in the Steinhardt School of Culture, Education, and Human Development at New York University (NYU). Born and raised in Georgetown, she developed an early passion for language study. She started her secondary education at the Bishops' High School and then transferred to Queen's College (QC), among the first group of girls to make QC co-ed in 1975. At QC, she enjoyed a successful groundbreaking tenure as a student, including first female Deputy Head Prefect, first female Head of House, and first female editor of *The Lictor*, the school newspaper. Following her passion for language at QC, she chose the language track, excelling in English, French, Spanish, and English at GCE Advanced levels. In 1981, she left Guyana to pursue her BA degree at Concordia University in Montréal, where she double majored in French and Spanish.

Since 1984, Dr Nero has lived in New York City, where her professional career as an applied linguist and transnational scholar really took hold. She earned two Master's Degrees in Teaching English to Speakers of Other Languages (TESOL), and Applied Linguistics, respectively, and her doctorate in Applied Linguistics, from Columbia University's Teachers College. Her doctoral dissertation study emanated from the misplacement of Caribbean English-speaking students in English as a Second Language (ESL) classes in New York City schools and colleges. The dissertation, published as her first book, *Englishes in Contact: Anglophone Caribbean Students in an Urban College* (2001), spawned a lifelong research agenda examining the politics, challenges, and strategies of educating students who speak and/or write in vernacular varieties of English, World Englishes, and English-related Creoles. Specifically, she has focused on providing research-based support and professional development for teachers on the linguistic and educational experiences of Caribbean English Creole speakers in US and Caribbean schools, and concomitant issues around language and identity, and language education policy, publishing two related books: *Dialects, Englishes, Creoles, and Education* (2006), and *Vernaculars in the Classroom: Paradoxes, Pedagogy, Possibilities*, co-authored with Dohra Ahmad (2014), plus numerous articles in prominent peer-reviewed journals such as *TESOL Quarterly*, *Linguistics and Education*, *World Englishes*, *Language Policy*, and the *Caribbean Journal of Education*.

She is the inaugural recipient of the James E. Alatis Prize (2016) for an outstanding article on research in language policy and planning in educational contexts based on her fieldwork as a Fulbright scholar in Jamaica, researching the implementation of the Jamaican Language Education Policy in schools. In 2021, she delivered the 7th Annual Cassidy-LePage Distinguished Lecture at the University of the West Indies, Mona. She has also been a keynote speaker at the TESOL and American Association for Applied Linguistics (AAAL) conferences.

Expanding her language scholarship to broader societal discourses, Dr Nero co-authored her fourth book with her NYU colleague and climate policy scholar, Raul Lejano, entitled *The Power of Narrative: Climate Scepticism and the Deconstruction of Science* (Oxford University Press, 2020), which won the AAAL Book Award (2022), the American Educational Research Association (AERA) Narrative Research SIG Outstanding Publication of the Year Award (2021), and the NYU Steinhardt Daniel E. Griffiths Research Award (2021).

Finally, Dr Nero directs an annual study-abroad programme in the Dominican Republic as a means of developing teachers' intercultural competence and culturally responsive pedagogy. She also serves as a member of the Board of Trustees of the Center for Applied Linguistics, and Associate Editor of *TESOL Journal*. She is currently working on a book length autoethnography of her life as a transnational scholar in terms of the impact of language, identity, and education, to be published by Multilingual Matters.



John Russell Rickford

John R. Rickford is the J.E. Wallace Sterling Professor of Humanities and Professor of Linguistics Emeritus at Stanford University. He was also Professor by courtesy in Education, and Bass University Fellow in Undergraduate Education. He was at Stanford from 1980 to 2019, when he retired. At Stanford, he won a Dean's Award for distinguished teaching in 1984 and a Bing Fellowship for excellence in teaching in 1992. He was also Chair of the Stanford Faculty Senate from 2001 to 2002.

Born and raised in Guyana, Rickford was winner of the Queen's College prize in 1965 for best results at the London University GCE O' Level exams and won the Wishart Memorial Prize in 1967 for earning a distinction in English at the London University GCE A' level exams.

After winning a Fulbright/IEE Grant for undergraduate study in the US, he received his BA with highest honours in Sociolinguistics from the University of California, Santa Cruz, in 1971. With a Danforth Graduate Fellowship, he studied Sociolinguistics under William Labov at UPenn, where he received his PhD in Linguistics in 1979. He was also Lecturer and then Reader in English (Linguistics) at the University of Guyana from 1974 to 1980, and he was Assistant Dean of the Faculty of Arts at UG from 1979-1980. He also had a Visiting Erskine Fellowship (teaching) at the University of Canterbury, New Zealand in 2002, and a Fulbright Fellowship for teaching and research at The University of the West Indies, Mona, in 2006.

Rickford is a former President of the SCL (2008–2010). He was elected President of the Linguistic Society of America in 2015, he won the "Best Paper in *Language*" award (with co-author Sharese King) in 2016 and was elected to membership in the American Academy of Arts and Science in 2017, to membership in the National Academy of Sciences in 2021, and to International Fellowship in the British Academy in 2022. In 2024, he received a Lifetime Achievement Award from the SPCL, and the Distinguished Humanities Undergraduate Alumni Award from the University of California, Santa Cruz.

The primary focus of Rickford's research and teaching (often assisted and inspired by his Guyanese spouse and co-author Angela E. Rickford, Professor Emerita of Literacy Education at the California State University, San Jose), is sociolinguistics. He is especially interested in the relation between language and ethnicity, social class and style, language variation and change, Pidgin and Creole languages, African American Vernacular English, and the applications of linguistics to educational and legal problems.

He has authored numerous scholarly articles, including "Communicating in a Creole Continuum," presented at the 1st conference of the SCL and published in *New Directions in Creole Studies*, ed. by George Cave, 1976. He is also author or editor of several books, including *A Festival of Guyanese Words* (ed., 1978), *Dimensions of a Creole Continuum* (1987), *Analyzing Variation in Language* (co-ed., 1987), *Sociolinguistics and Pidgin-Creole Studies* (ed., 1988), *African American English: Structure, History and Use* (co-ed., 1998), *African American Vernacular English: Features, Evolution, Educational Implications* (1999), *Creole Genesis, Attitudes and Discourse* (co-ed., 2000), *Spoken Soul: The Story of Black English* (co-authored with his son Russell in 2000), *Style and Sociolinguistic Variation* (co-ed., 2002), *Language, Culture and Caribbean Identity* (co-ed., 2012) *African American, Creole and Other Vernacular Englishes in Education: A Bibliographic Resource* (co-auth., 2013), *Raciolinguistics: How Language Shapes Our Ideas about Race* (co-auth., 2016), *Variation, Versatility and Change in Sociolinguistics and Creole Studies* (2019), and a memoir, *Speaking My Soul: Race, Life and Language* (2022). He was also the focus of a 2020 festschrift entitled *The Routledge Companion to the Work of John R. Rickford*, edited by Renee Blake and Isabelle Buchstaller.



Ian E. Robertson

Professor Ian E. Robertson is a distinguished linguist who has made significant contributions to the field of linguistics, particularly in the Caribbean context.

He was born and raised in Guyana. He completed his secondary education at Queen's College in Guyana and then attended the University of the West Indies (UWI), Mona, where he earned a Special Honours degree in English. He later achieved the first Ph.D. in Linguistics awarded at the UWI St. Augustine campus.

Professor Robertson has over forty years of experience in education, teaching at primary, secondary, and tertiary levels in Guyana, Trinidad, and Jamaica. He has held several prominent positions, including Head of the Department of English at the University of Guyana, Head of the Department of Teacher Education at UWI St. Augustine, and Dean of the Faculty of Humanities and Education at UWI St. Augustine.

His academic work focuses on Creole linguistics, English language education in the Caribbean, Caribbean oral traditions, and the sociolinguistic experiences of the Guyanese colonies. He has supervised several students pursuing MPhil and PhD degrees, and MA studies in Linguistics and Language Education.

He discovered and documented the existence of Dutch-lexicon Creoles in Guyana and holds the first audio recordings of Berbice Dutch. In addition, he has developed substantial audio and visual materials on the linguistic situation, both contemporary and historical, of Guyana. He is a firm believer in the supremacy of fieldwork in the discipline and has undertaken more than a dozen field trips to Curacao, Jamaica, Suriname and Guyana with various groups of students from the three UWI campuses. His research and publications include more than thirty book chapters, journal articles, papers, book reviews, edited texts in Linguistics, a special edition of the *Journal Kyk-over-al*, as well as a secondary school English textbook series. Professor Robertson also co-authored a student guide for CAPE Communication Studies and produced video documentaries on Caribbean language and society.

Professor Robertson has also been actively involved at the regional level, serving as a member of the Linguistic Society of America, the Society for Pidgin and Creole Linguistics, the Association of Supervisors and Curriculum Developers—where he served as the honorary representative of the Trinidad & Tobago branch, the Caribbean Examinations Council and the Society for Caribbean Linguistics, where he served as Secretary, Vice-President, and President, among others.

Acknowledgements and Thanks

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THANK YOU FROM THE LOCAL ORGANISING COMMITTEE

The Local Organising Committee (LOC) for the SCL/SPCL Conference extends heartfelt thanks to all the people and agencies whose selfless contributions in one form or another enabled us to accomplish the myriad things that are essential for the hosting of a conference.

Making this conference a reality took the commitment of various people and units of the University. We benefitted from the human, financial and material resources from both the Turkeyen and the Berbice campuses. From our Vice-Chancellor, to the Berbice Campus Coordinating Committee, to the various Deputy Vice-Chancellors and other senior officials of the University and their staff members who provided steadfast support and facilitation of many critical services needed for the conference, to the various Directors and Administrative Officers of different faculties and units who lent us material support and provided facilities, to the Managers of essential services at the University and their staff, to secretarial and technical staff, many people contributed in no small way to the accomplishment of mounting this conference.

We are also indebted to our external supporters: the Ministry of Education, SIL International, and individual donors, Ms Angela Karran and Mr Bradley Berman, Mr Reuben Chow, the Hughes Investments Holdings Inc., and donors who wish to remain anonymous, for their generous financial support, and China National Offshore Oil Corporation (CNOOC) for its substantial material contribution.

Making important contributions to this conference too, are the University of Guyana Library and the National Library of Guyana, and the Indigenous Translators Team.

We also thank Dr Clive Forrester and Dr Ronald Francis of SCL for their critical guidance and support throughout the planning and execution process, and SCL Webmaster (outgoing) Alison Johnson (UWI, Cave Hill) for her special assistance.

We are deeply grateful for all the forms of assistance we received, and we extend our thanks to all these agencies and the many people who worked with us.

Enjoy the Conference, and enjoy Guyana!