

# IndEng: Pronunciation

- Reduced vowel system (RP /ɑ:/ and /ɔ:/ merge in /ɑ:/, /ɒ/ and /æ/ in /ɑ/);
- Non-rhotic with flap or retroflex flap /ɾ/;
- RP diphthongs /eɪ/ and /əʊ/ are monophthongized in /e:/ and /ɔ:/;
- In Southern India, word-initial front vowels are preceded by a /j/ sound and word-initial back vowels by a /w/ sound (e.g. eight → /je:t/; own → /wɔ:n/);
- In Northern India word-initial /sk/, /st/ and /sp/ have an /i/ sound before (e.g. speak → /ɪspi:k/);
- /v/ and /w/ are not distinguished;
- Plosives are unaspirated (e.g. pan = [pen], instead of [p<sup>h</sup>en]);
- /t/, /d/, /s/, /l/, /z/ are retroflex;
- Syllable-timed

<https://www.youtube.com/watch?v=vmLCfZiCAc&t=32s>

# IndEng: Grammar, lexis and usage

- Some uncountable nouns are plural as in AfEng;
- Extended use of compound formation (e.g. chalk-piece = a piece of chalk, water bottle = a bottle of water, etc.);
- Use of nominal instead of participial forms (e.g. colour pencils);
- Different use of some prepositions;
- Emphatic use of 'itself' and 'only' (e.g. You must bring your books itself; I saw now only);
- Inverted use of 'dummy there' (e.g. If you want, for lunch rice is there, chicken is there and mushrooms are there);
- 'Could' and 'would' often replace 'can' and 'will' because they are perceived more polite and 'may' is a polite obligation (e.g. You may correct your mistakes);
- Differences in tenses and aspects: 1. Present tense with duration forms as in AfEng (e.g. I'm here since this morning), 2. Future forms with temporal phrases (e.g. We'll go out when she'll arrive), 3. Different sequence of tenses (e.g. Last month he told me he's visiting us), 4. Use of the progressive with habits, completed actions and state verbs (e.g. He's often seeing us at the weekend; Are you finishing yet?; What are you wanting?), 5. Perfective aspects instead of the past tense (e.g. I've been to London two months ago);
- Absence of subj.-verb inversion in direct questions and use in indirect questions;
- Universal tag-question 'isn't it?';
- Lexical borrowings from Indian languages (e.g. crore = 10,000,000; lakh = 100,000);
- Extension or alteration of meanings (e.g. Co-brother = wife's sister's husband);

# SingEng: Pronunciation



- Non-rhotic accent with no linking nor intrusive /r/;
- Syllable-timed;
- Word-final consonant clusters are reduced, so present tense and plural -s, past tense -ed can be omitted;
- Word-final /l/ and /n/ are pronounced /əl/ and /ən/ (e.g. kettle → /ketəl/);
- Voiced word-final consonants are pronounced voiceless, so, for example 'knees' has the same pronunciation of 'niece';
- Word-final plosives are usually glottalized and unreleased (e.g. pick → /piʔ/);
- /θ/ and /ð/ are merged with /t/ and /d/;
- Post-vocalic /l/ is often pronounced /ʊ/ (e.g. Bill → /bɪʊ/)

<https://www.youtube.com/watch?v=48dBnQDxPUw>

# SingEng: Grammar, lexis and usage

- Some uncountable nouns can be pluralized like in AfEng and IndEng;
- 'Used to' can be used with present tense (e.g. My mum uses to go shopping at the weekend);
- 'Would' replaces 'will' like in IndEng;
- Universal tag-questions are 'is it?' and 'isn't it?';
- A typical SingEng tag in 'can or not?' (e.g. I would like to go to the cinema, can or not?);
- No use of indefinite article 'a' (e.g. I'm engineer)
- 'Lah' is a particle which stresses informality, solidarity and emphasis (e.g. I lah love chocolate = I do/really love chocolate), 'ah' is a topic marker (e.g. You are so smart ah), and 'lor' underlines resignation and frustration (e.g. I can't find my wallet, lor!)
- Loans from Malay and Hokkien Chinese (e.g. koon = sleep, makan = eat)

<http://www.singlishdictionary.com/>



# PhilEng: Pronunciation

- Rhotic accent with flap, non-continuant /r/;
- Syllable-timed;
- Voiced fricatives /z/ and /ʒ/ are merged with /s/ and /ʃ/;
- No distinction between /b/ and /v/ due to Spanish domination;
- No distinction between personal pronoun 'he' and 'she';
- /θ/, /ð/ and /f/ are merged with /t/, /d/ and /p/;
- No distinction between /ɪ/ and /i:/ = /i/, /ʊ/ and /u:/ = /u/, /æ/ and /ʌ/ = /a/, /ɑ/ and /ɚ/ = /o/

<https://www.youtube.com/watch?v=3BBtS1ir4tA>

# PhilEng: Grammar, lexis and usage



- No 3rd person's -s;
- No indefinite article 'a' as in SingEng;
- Some verbs don't need objects (e.g. I don't like);
- Past perfect sometimes substitutes present perfect (e.g. Where is John? He had already left.);
- Borrowings from Spanish (e.g. querida = girlfriend) and indigenous languages (e.g. kundiman = love song)

# FijEng: Pronunciation

- Non-rhotic accent with tap or thrilled /r/;
- Retroflex pronunciation on /t/, /d/, /l/ and /s/;
- /p/, /t/ and /k/ are often unaspirated;
- No distinction between long and short vowels (so only 6 vowel sounds);
- No use of fricatives /z/, /ʒ/ and /θ/;
- Loss of /j/ before /u/ in unstressed syllables (e.g. university)

<https://www.youtube.com/watch?v=IS8HYUle8Wc>

# FijEng: Grammar, lexis and usage

- No past tense marker (e.g. I lose my wallet two weeks ago);
- No articles ('one' is the indefinite article);
- No plural (e.g. I have two brother);
- No copulas (e.g. I eating soup for lunch);
- Dual number (influence from native Fijian language: 'they-two' is the dual of 'they')
- Borrowings from Fijian (e.g. kuna = food, kasou = drunk) and Hindi (e.g. acha = ok, paisa = money)





# Pidgins and Creoles (1)

Both Pidgins (meaning 'business') and Creoles (meaning 'person with European ancestors but born and raised in a colony') are the result of a mixture between two languages (in our case between English and local languages). They were thought to be 'Broken English'

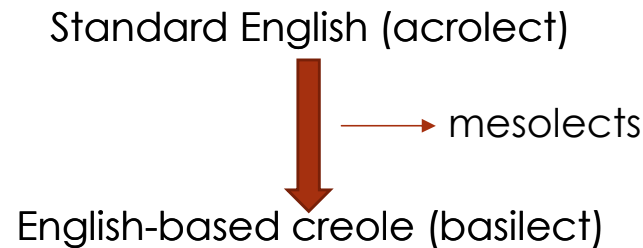
- Pidgin Englishes: Atlantic (West Africa, then Caribbean and America) and Pacific (from south China to Australia). Nobody's native language. Born along the trade routes for commercial reasons. Short life span. An English-based pidgin is: **1. Simplified, 2. Mixed and 3. Reduced**
- Creole Englishes: a former pidgin, but then native speakers were born (nativization). Linguistic identity vs. 'Standard' English. An English-based creole is: **1. Simplified, 2. Mixed, 3. Expanded** (not reduced, because it has to cover all the purposes of a native language)

Tok Pisin: <https://www.youtube.com/watch?v=v9S1KcKrThA>

# Pidgins and Creoles (2)



- Decreolization: A creole loses its peculiarities and becomes less different from English (**complication** and **purification**). E.g. Hawaiian English;
- Post-creole continuum:



- American Black Vernacular English (still spoken today by black people in the US): rose in the Caribbean and in the southern part of the mainland since the very early years of colonization;
- XVII century: slave trade → pidgin English used between black people and landowners or among black people themselves. When children were born and raised speaking this language, it became a creole (e.g. Jamaican English)
- In the USA, black English is called Black English Vernacular and it's spoken by the 80% of black people;
- Until the Civil War (1861-1865) it was spoken only in the south (spirituals, jazz, blues, soul, break dance)
- Black English words: chick, rap, soul brother, etc.

## Pidgin and Creoles (3): JamEng

- No distinction between /æ/ and /a:/ → /a:/;
- /eɪ/ and /əʊ/ are monophthongized → /e:/ and /ɔ:/;
- Rhotic accent;
- /l/ is always clear;
- Final consonant clusters are reduced (e.g. child → /tʃaɪl/);
- Different pronunciations (e.g. Jamaica → /dʒamɪɛka/, daughter → /da:ta/);
- Every syllable has the same stress (syllable-timed language);
- No -s plural or genitive;
- No 3rd person -s;
- 'Be' is often absent in continuous forms;
- Jamaican words: ganja, trust, etc.

In learning you will teach,  
And in teaching you will learn.  
Phil Collins, *Son of Man*



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