

Index

- a* copula, 86–7
- a*, progressive, 23, 98, 115, 123
- a/is*, introductory, 81
- accents, local, 244
- Aceto, M., 24, 25
- Acts of Identity* (Le Page and Tabouret-Keller 1985), 62, 243
- acts of identity theory, 62, 243
- adjectives, zero copula before, 87, 110, 134–5, 180–1, 197
- African American Vernacular English (AAVE), 85, 88–90
- copula absence, 144
- past marking, 95
- Afrogenesis theory, 26
- agreement marking (on verbs), 80, 98–103, 153–7
- ain't*, 157–61, 173, 177, 189, 197, 248
- all you/you all*, 179, 181–2, 197
- Alleyne, M. C., 26
- Allsopp, R., 16, 86, 127, 157, 238
- anti-formal/informal usage, 5–6, 135, 238
- Caribbean Standard English (definition), 11, 244
- Creolized English, 5–6, 10
- geographic labelling, 206
- reductions of English structure, 133, 135
- American English, 211, 245
- angloversals, 20, 245–9
- anti-formal/informal usage, 5–6, 20, 132–7, 199–200, 238–44
- any of*, 169–70
- Asian English, 57
- Assamese, 91
- attitudes to languages, 30–7, 41–3
- audience design theory, 47–9, 57, 60, 63
- Auer, P., 55–6
- Australian English, 211
- Bahamian Creole, 233, 237
- Bahamian Standard English, 13
- Bahamian English, modal verbs, 206, 233
- Bailey, B. L., 8, 81
- Baker, P., 26
- Bakhtin, M. M., 57
- Barbados, linguistic influences from, 28
- basilectalization, 25
- Bautista, M. L. S., 209–10, 237
- be*, 81–2, 85, 90, 92, 140, 146–7, 156–7, 177, 179, 183–8, 248
- be*-contractions, 240
- be going to*, 208, 222
- be like*, 240–1
- Beckford Wassink, A., 16, 30–3
- Belize, 3, 62
- Bell, A., 47–9, 53, 60, 63
- ben* past marker, 24, 97
- Bengali, 90
- Bhojpuri, 28, 29, 88
- Biber, D., 60–1, 75, 90, 99
- Bickerton, D., 9, 10, 25, 63
- Biewer, C., 208
- bilingual code-switching, 55–6
- Bilingual Education Project (Jamaica), 42
- bilingualism, monoliterate, 38–42
- Blake, R. A., 145
- Blom, J.-P., 53–7, 61, 114
- Bolonyai, A., 57
- Borley, C., 12, 37
- born*, 86, 91
- British English, past tense modal use (*can/could*), 214, 217, 218–21
- notional concord, 101
- British National Corpus, 222
- British RP, 11, 244
- broadcast news analysis, 80, 138, 147–8, 164, 166–8, 173, 198–9, 200, 205
- absence of third person singular -s, 101, 155–6
- can/could* use, 210, 211–12
- inter- and intratextual variation, 166–8
- noun morphology, 161–2
- will/would* use, 222, 226–7
- calypso, 34
- Cameroonian English, 208
- use of *will/would*, 209

278 Index

- can/could/coulda*, 15, 20, 202–6, 221, 236, 238
 Caribbean varieties, 203–6
 other varieties, 207–10
can't (kyaan), 205
 Cane Walk, 61–2
 Cardiff travel agent study (Coupland 1980/1984), 47–8
 careful speech, 45–6
 Caribbean Lexicography Project, 13
 Carranza, I., 107
 Carrington, L. D., 33, 37–8
 Cassidy, F. G., 15
 casual speech, 44–6
 Chinese languages, 210
 Christie, P., 14, 124
 class lessons category, 1, 71–4, 138, 139–42
 agreement marking on verbs, 154–6
 copula forms, 140–5
 inter- and intratextual variation, 173–83, 199
 negation, 158
 noun morphology, 162
 past marking, 148
 pronoun morphology, 163
 syntax of direct *wh*-questions, 139–42
 Coates, J., 210
 code-switching, 76, 113–14, 135
 and identity, 65–6
 markedness model, 56–7
 sociolinguistic research, 53–9, 62, 63, 64–6
 Collins, P. C., 206, 208, 211, 222
 colonial plantation influence, 25–6
 computer-mediated communication (CMC), 18, 65–6, 76, 109, 132
 corpus, 113, 115, 127, 137
 concord structures, non-standard, 101
 consonant pronunciations, comparative, 14
 contextualization cues, 75–6
 conversations analysis, 71–4
 Jamaican, 79–137
 Trinidadian, 138, 183–98, 199
 copula
 Standard English, 3
 forms, 23–5, 85–92, 140–7, 240
 see also zero copula
 corpus linguistics and sociolinguistics, 76–7
 Coupland, N., 47–8, 50–2
 critique of acts of identity theory, 62
 identity contextualization processes, 76
 situational vs metaphorical switching, 55
 stylization, 57
 Craig, D., 35, 38–40
 Creole, 2–3
 limited access conception, 26
 linguistic geography, 22–3
 used in crossing, 57
 varieties of Caribbean English, 23
 written, 18–19
 zero (informal) and overt (anti-formal), 199–200, 238–44
 see also Jamaican Creole; Trinidadian Creole
 Creole continuum, 5–11, 16–19, 241–3, 252
 origins, 25–7
 sociolinguistic view of, 63
 Creolization, 252
 Creolized English, 5–8
 crossing (as code-switching), 57–8, 59
 D'Costa, J., 28
 Dako, K., 209
 dancehall music, 33
de copula, 87, 140, 146–7
 DeCamp, D., 9, 10, 85–6
 decreolization, 10–11, 25–6
 Deterding, D., 210
 Deuber, D., 18–19, 31, 71, 79, 136, 183
 inter- and intratextual variation, 173–5, 183
 modal verb usage, 203, 205, 222
 comparative frequency analysis *can/could*, 210, 212
 topic-related style-shift, 122–3
 Devonish, H., 6, 8, 42
Dictionary of Bahamian English (Holm and Shilling), 206
Dictionary of Caribbean English Usage (Allsopp), 1, 3, 5–6, 13
did, past marker, 7–9, 24, 97–8, 150
 diglossia model, 10
 discourse-related switching, 56
do-support, 81, 82–5, 97, 99, 103
 wh-questions without, 133–4, 136, 139–40
does, 140, 161, 182
 habitual, 24, 138, 158, 177, 189–90, 197, 233, 237
don't, 99, 103–4, 155, 159–61, 247, 248
done, as preverbal marker, 198
 Dravidian languages, 88, 90
 dub, 33
duon, negator, 103–7, 155
each of, 169–70
 Eckert, P., 49–50, 60, 250
 education, 37–43
 influence on Standard English, 12–13
Educational Journal of Trinidad and Tobago, 12
 Edwards, W. F., 61–2
eh, 157
 e-mail, 18–19, 65–6, 131–2, 137
 Escure, G., 62

Index 279

- ethnography of speaking, 47
- everybody*, 154
- Facchinetti, R., 211–12
- fed up*, 91
- fi*, 107
 - complementizer, 115
- Finegan, E., 60–1, 75
- FLOB Corpus, 222
- folk speech, 15
- formal speech, 15–19, 101–3, 109, 240, 244, 248
- framing, 50
- French, 28
- French Creole, 28
- Frown corpus, 211, 222
- Ghanaian English, 209
- go*
 - future marker, 197
 - past inflection, 149–50
- going (to)/gonna*-futures, 87, 90, 92, 134, 142, 146
- grammar, 244
- grammatical concord, 14–15, 99–103
- Greenbaum, S., 67
- Gujarati, 88
- Gumperz, J. J., 53–7, 61, 75, 76, 113–14, 123–6, 132
- Gupta, A. F., 250
- Guyana, 3
- Hackert, S., 92–3, 134
- had + past participle*, 150–3, 202, 245
- Handbook of Varieties of English*, 13–14
- Hannah, J., 208
- Harder They Come, The* (Thelwell), 64, 109, 136
- Harlem 1968 study (Labov), 46
- have*, 155
 - past inflection, 149–50
 - + past participle construction, 204, 248
- have (got) to*, 206
- Hewitt-Bradshaw, I., 40
- Hilbert, M., 85, 97
- Hindi, 88, 91
- Hinrichs, L., 18, 58, 65–6, 76, 109, 113, 114, 115, 123, 126, 127, 131–2, 137
- Ho, M. L., 103, 245, 249, 250
- Hodge, M., 169, 203
- Holm, J. A., 28
- Huber, M., 209
- Huddleston, R., 225, 231
- Hymes, D., 40–7, 51, 60
- ICE (International Corpus of English), 1–2, 67–78
- ICE-Australia, 211
- ICE-Canada, 92
- ICE-Great Britain, 83, 207, 211, 215–21, 240, 249
 - can/could* use, 212
- ICE-India, 81, 84–5, 90–2, 240, 249
 - past marking, 96–7, 150
 - wh*-questions, 139
- ICE-Jamaica, 1–2, 13, 19, 36, 67–73, 240, 249
 - can/could* use, 212, 215–21
- intertextual variation (S1A-001 to 040), 110–13
- intratextual variation (S1A-001 to 040), 113–32
 - quantitative analysis, 79–110
- ICE-New Zealand, 92, 240, 249
- ICE-Philippines, 91, 209
- ICE-Singapore, 85, 92
- ICE-Trinidad and Tobago, 1–2, 19, 67
 - can/could* use, 212, 216–21
- quantitative analysis, 138–66, 198
- spoken text categories, 71–4, 138, 205
 - broadcast news, 71–4, 138, 167–8, 198–9
 - class lessons, 71–4, 173–83, 199
 - conversations, 71–4, 183–98, 199
 - unscripted speeches, 71–4, 160–73, 199
- identities, construction of, 52–3
- identity contextualization, 50–1, 76, 173, 243–4
- identity-related variation, 127–32, 135
- identity theory, 62
- indexical field, 250–2
- indexical order, 250
- Indian English, 81, 84–5, 88–92, 136, 153, 208, 240, 247, 248
- indirect Creolism, 202–37
- Indo-Aryan languages, 88, 91
 - Eastern, 90
- inflection rates (past), 93–5, 148–50
- informal speech/language, 248
 - vs formal, 15–19, 101–3, 109, 240, 244, 248
 - vs anti-formal, 5–6, 20, 132–7, 199–200, 238–44
- ing*, 87
- initiative style-shifts, 48–9
- International Corpus of English (ICE), *see* ICE (International Corpus of English)
- Internationally Accepted English, 244
- inversion, 81, 82–5
- Irish English, 68
- Irvine, A., 10, 16
- is/was*, 140, 156–7
- Jamaica
 - economy, 29–30

280 Index

- Jamaica (*cont.*)
 - language-in-education policy, 38–43
 - linguistic variation, 64–6
 - Ministry of Education Youth and Culture, 42
 - population, 29
 - Jamaican Creole, 23–5, 39
 - attitudes to, 31–2, 42
 - attraction of, 241, 245
 - in conversations, 150
 - copula forms, 23, 85–92, 140–2, 146–7
 - main verb negation, 103–7, 202
 - modal verb forms, 206
 - origins of, 27–9
 - past marking, 7–9, 24
 - progressive forms, 23, 98
 - wh*-questions, 81–5
 - zero copula, 3, 87–92
 - zero and overt forms, 81, 199–200, 238
 - Jamaican English, *see* Standard Jamaican English
 - Jamaican Language Unit
 - ‘Language Attitude Survey of Jamaica’, 31–2, 34–5, 42
 - Bilingual Education Project, 42
 - Jantos, S., 19, 101, 248
 - Kannada, 90
 - Kendall, S., 107
 - Kenyan English, 84
 - keying, 51
 - Kortmann, B., 83, 246, 248
 - Kouwenberg, S., 42
 - Kujore, O., 209
 - kyaan* (*can't*), 205
 - kyan* (*can*), 206
 - Labov, W., 17, 44, 49, 52, 249
 - Lalla, B., 28, 33
 - language attitudes, 30–7, 41–3
 - language choice, 137
 - sequential patterns of, 55–6
 - social meaning of, 56–7
 - language contact effects, 247–9
 - language planning, 42–3
 - language-in-education, 37–43
 - Lawton, D., 8
 - Le Page, R. B., 62
 - Leimgruber, J., 250–2
 - Leung, G. A., 241
 - literary dialect, 64
 - literary writing, 33
 - loading, 51
 - London English vs London Jamaican switching, 58–9
 - Longman Spoken and Written English (LSWE) Corpus, 99, 160
 - main verb negation, 103–7, 155, 157–61
 - Mair, C., 6, 18, 135, 202, 240, 243, 246
 - Malayalam, 91
 - Marathi, 91
 - markedness model (code-switching), 56–7
 - Martha's Vineyard study (Labov 1963), 46
 - may/might*, 206
 - McWhorter, J., 26
 - me*, possessive, 186
 - media
 - code-switching/style-shifting, 33–4
 - influence on Standard English, 11–12
 - see also* broadcast news analysis
 - Mendoza-Denton, N., 49–50
 - Mesthrie, R., 88, 90
 - metaphorical (code) switching, 53–7, 61, 76, 113–14, 123–6
 - metaphorical variation, 114, 123–6, 132, 135
 - Meyerhoff, M., 146, 240
 - Miller, F., 16
 - modal verbs, 15, 20, 238–40, 245
 - Caribbean varieties, 203–6
 - synchronic regional variation, 206–10
 - see also can/could/coulda; will/would/woulda*
 - Mufwene, S. S., 25
 - Mühleisen, S., 27, 30, 32
 - music, 33–4
 - must*, 206
 - Myers-Scotton, C., 56–7, 63
 - narrative, 134
 - nativization, 252
 - need to*, 206
 - negation, 240
 - copula environments, 157–61
 - main verb, 103–7, 155, 157–61
 - Nelson, G., 208
 - never/neva*, 93, 103–7, 160, 202, 247, 248
 - New Englishes, 68, 79, 104–7
 - ‘anglovers’ and language contact in, 245–9
 - modal verb usage, 202–3, 208–11, 233–6
 - past marking, 152–3, 157
 - style and social meaning, 249–54
 - wh*-questions, 84–5, 133
 - New Englishes, The* (Platt, Weber and Ho 1984), 245, 249
 - newspapers, 33
 - Niedzielski, N., 240
 - Nigerian English, 209
 - Nkemleke, D., 208
 - no*, preverbal, 103
 - North American English, 241
 - Norwegian dialect, 53–4, 55
 - notional concord, 14–15, 99–103, 155–7

Index 281

- noun morphology, 107, 161–2
- noun phrase differences, 24
- one of*, 169–70
- operators, 81–2
- Oriya, 90
- Palmer, F. R., 210
- past marking, 7–9, 92–8, 134, 147–53
- past participles, umarking of, 93
- Patois, 2, 30–1, 34, 124–5, 131–2, 137
- Patrick, P. L., 16–18, 61, 64, 148, 242
 - main verb negation, 103
 - past marking, 7–9, 92–8, 109, 134
 - s* marking, 107
- Philippine English, use of *will/would*, 209–10, 237
- Platt, J., 103, 209, 245, 249, 250
- Postcolonial English (Schneider 2007), 252
- Primary School Syllabus for Language Arts in Trinidad and Tobago, 37
- progressive *be*, 81–2
- progressives, 87–92, 134, 135, 142–4, 147, 173–80, 183–8, 197, 199–200
- pronoun morphology, 107–9, 163–4, 240
- pronunciation, comparative, 14–15
- proximity concord, 99–103, 155–7, 169
- Pullum, G. K., 225, 231
- Punjabi, 88, 91
- radio, Creole featured on, 33–4
- Rampton, B., 51, 53, 57–8, 59, 77
- rational choice model (of code-switching), 56–7
- referee design, 48–9, 57
- reggae, 33
- register variation, 60–1
- Rickford, J. R., 50, 52, 60, 142
 - copula absence, 85–90, 144, 247
 - participles, 93
 - topic and style, 61
- Roberts, P. A., 24
- Romaine, S., 44
- Rosenfelder, I., 19
- rural vs urban sociolinguistic behaviour, 61–2
 - s*,
absence of genitive, 162
 - plural marker, 107
 - third person singular, 101, 109, 155–6
- Sand, A., analysis of news/radio data, 16, 33, 80, 110, 136, 166–7
- angloversals, 246–7
- code-switching and style-shifts, 64–5, 113
- going-to-futures*, 87
- past marking, 95
- plural nouns, 107
- use of *will/would*, 210, 236
- wh*-questions without *do*-support, 83–5, 133, 139
- Santa Barbara corpus, 211
- say*,
- inflection rates, 94–5, 148–50
- unmarked past reference, 125
- Schilling-Estes, N., 52, 57
- Schneider, E. W., 64, 109, 252–4
- Sebba, M., 58–9
- Sharma, D., 88–90, 144, 153, 247
- Shields, K., 16
- Shields-Brodber, K., 33, 64
- Silverstein, M., 250
- Singapore English, 68–9, 84–5, 89, 247, 250–2
- past marking, 96
- use of *will/would*, 209, 210, 233
- Singlish, 68, 250–1
- situational (code) switching, 53–7, 61, 76, 113–14
- soca, 34
- social class,
- copula use, 142–5
- and stylistic variation, 17, 44–53
- social profile and attitudes to language varieties, 34–5, 243
- Social Stratification of English in New York City, The (Labov 1966), 44
- sociolinguistic behaviour, rural vs urban, 61–2
- sociolinguistic interview, 16–18
- differences in style, 44–8, 60
- sociolinguistics,
- and corpus linguistics, 76–7
- interactional, 75–6
- variation and style, 44–53
- Solomon, D., 140, 150, 203–4
- South African Indian English, 88, 90
- Spanish, 29
- Spanish colonialism, 28
- speaker agency, 49–50, 76
- speech accommodation theory, 48
- speech ethnography of, 47
- speech contexts, 44–6
- St Kitts, 26
- St Lucia, 62
- Standard(s) of English,
- attitudes towards, 35–7
- Caribbean, 11–15, 244–5
 - influence of educational system, 12–13
 - media influence, 11–12
 - research, 13–15
 - proximity/grammatical concord, 14–15

282 Index

- Standard(s) of English (*cont.*)
 - as High Code, 250–1
 - International, 100, 112, 204, 208, 215, 225, 236
 - motivation to acquire, 40–1
 - and news broadcasts, 33, 166–8
 - see also* Standard Jamaican English; Trinidadian Standard English
- Standard English copula, 3
- Standard Jamaican English, 12, 16, 39, 101–3, 107, 109, 244
 - influence of, 245
 - research on, 13–15
 - similarity with ESL and ENL varieties, 248–9
 - vowel systems, 14
- STRUT vowel, pronunciation, 14
- style variation, 15–19, 199–201, 238–41
 - and construction of ethnic identity, 52
 - and identity contextualization, 50–1
 - and social class variation, 17, 44–53, 153–4, 250
 - and situational/social variation, 60–1
 - and speaker agency, 49–50
 - and social meaning (New Englishes), 249–54
 - see also* style-shifting
- Style and Sociolinguistic Variation* (Eckert and Rickford 2001), 50, 60
- style-shifting, 46–9, 53, 61, 62, 63–4, 76, 113, 197–8
 - topic related, 122–3
- stylization, 50–1, 53, 57, 132, 241
- styling, 50–2, 57, 128, 132
- Szemerédy, B., 83, 246, 248
- Tabouret-Keller, A., 62
- Tamil, 88, 90
- targeting, 50
- Telugu, 88, 90
- television, 33
- texts, 18–19
- Thaxter, K. E., 15
- Thelwell, M., 109
- them/and them*
 - plural marker, 24, 107, 162
 - as third person plural subject pronoun, 197
 - there*, 155–6
- Tobago
 - population, 29
 - language in education policy, 38–43
 - sociolinguistic configuration, 43
 - topic, 114–23
 - TRAP vowel, 14
 - Trinidad Guardian*, 203
- Trinidad
 - development of style, 63–4
 - economy, 29–30
 - language in education policy, 38–43
 - Language Arts syllabus (primary school), 40
 - population, 29, 245
- Trinidadian Creole, 23–5
 - attitudes to, 30–7
 - copula forms, 23, 140–7
 - influence of Jamaican Creole, 245
 - modal verb system, 205, 238–40
 - origins of, 28–9
 - progressive forms, 23
 - syntax of direct *wh*-questions, 139–40
 - vowel systems, 13–14
 - zero copula, 3, 140–7, 172–3
 - zero and overt forms, 199–200
- Trinidadian Standard English, 12, 36, 237, 244
- Trudgill, P., 208
- unmarked past reference verbs, 125, 134, 147–8, 154
- unmarked third person singular present verbs, 153–7
- unscripted speeches category, 71–4, 138, 169–73, 199, 217–20, 222
- unu*, 107–9, 115
- Urdu, 88
- varilingualism, 63–4
- Veton (Kingston), data from, 94–8
- verbs
 - agreement marking, 80, 98–103, 153–7
 - unmarked past reference, 125, 134, 147–8, 154
 - unmarked third person singular present, 153–7
 - see also* modal verbs
- Ving*, 23, 87, 142, 144, 146–7
- voicing, 50, 57
- vowel systems, comparative, 14
- Wagner, C., 64, 109
- Walker, J. A., 146
- ‘we/they’ code distinction, 55, 58–9, 114, 124–6, 131–2
- Weber, H., 103, 209, 245, 249, 250
- West African languages, 88–90
- wh*-questions,
 - informal usage (without *do*-support), 133–4, 136, 177, 186
 - lack of inversion/auxiliaries, 83
 - syntax of direct, 81–5, 139–40
 - will* (*will*), 206
 - will/would/woulda*, 15, 20, 202–11, 222–37, 247–8

Index 283

- Caribbean varieties, 203–6
other varieties, 207–10
habitual *will*, 210, 225–6, 227–30
habitual *would*, 232
Winer, L., 29, 203
Winford, D., 7, 16–17, 29, 61, 153
copula use, 142–6
Creole continuum, 9–10, 26–7, 63,
 242
does analysis, 161
language attitude study, 30, 138
main verb negation, 157–8
past marking, 147–9
past reference, 92
review of findings on style, 62
use of modal verbs, 203, 204–5
Wootton, T., 58–9
would see will/would/woulda
wouldn't, 205
- you all/all you*, 179, 181–2, 197, 248
Youssef, V., 13, 72, 150, 253
on Creole and Standard English, 32, 35
inter- and intratextual variation, 173–5,
 183
modal verb usage, 15, 203–4
varilinguism, 63–4
- zero copula, 3, 136, 249
with adjectival predicates, 87–91, 180–1,
 197
with adjectives, 87, 110, 134–5, 147,
 149–50
frequency in Jamaican Creole, 87–92
with locative predicates, 23, 87–91
occurrence in Trinidadian Creole, 3,
 140–7, 172–3
with progressives, 134, 142–4, 173–80,
 183–8, 197, 199–200