The University of the West Indies St. Augustine Campus

Faculty of Humanities and Education

Department of Modern Languages and Linguistics

LING 3099 Special Project in Linguistics

COVER PAGE

Student names: Kyle V. Ramdeo

Student ID nos.: _813001060_____

Degree Programme: Linguistics with Communication Studies

Supervisors: Jo-Anne S. Ferreira

Title of Project: Mastering the Trinidadian English Creole Accent: A Case Study of Native Telugu Speakers in Trinidad

Declaration

Signature of Student: ___Kyle V. Ramdeo_____ Date: _____06/05/2018_____

Kyle Ramdeo

813001060

Mastering the Trinidadian English Creole Accent: A Case Study of Native Telugu Speakers in Trinidad

Supervisor: Dr. Jo-Anne Ferreira

Course coordinator: Dr. Renee Figuera

Table of contents

1. Abstract

2. Introduction

3. Literature review

4. Methodology

5. Data collection

6. Data analysis

7. Conclusion

8. Works Cited

9. Appendices

Chapter 1

Abstract

According to Dr. Vijaya Rani, native Telugu speaker, informant for this study and medical doctor at the Eric Williams Medical Sciences Center in Trinidad, there are over two hundred native Telugu speakers living in Trinidad at present. The topic for this study was selected because of this researcher's interest in this topic and in this population of Indians from Andhra Pradesh, India. The purpose of this study is to investigate the difference in accents between native Telugu speakers focusing on variables of geography and time, that is, Telugu speakers in the north of Trinidad and native Telugu speakers in central Trinidad will be compared, as well as the differences in time spent living in Trinidad and its impact on their acquisition of the language.

The following study discusses these concepts and the data which were elicited from the informants in order to understand how the variation of time and exposure to a language has influenced the language which these persons now speak.

Chapter 2

Introduction

The Caribbean has, for decades, been known as a melting pot when it comes to linguistic density and diversity. Historically, there has been a very large number of people entering and leaving the Caribbean which creates an environment for numerous language contact situations with many consequences, including or such .

One of these consequences of this environment is language acquisition because of the languages coming together and interacting with each other. Language acquisition is the ability of a human being to acquire the capacity to perform and understand a language and should not be confused with language learning which does not entirely encompass the acquisition of a language (Krashen 1). Language acquisition is independent of error correction and explicit teaching of rules unlike language learning which depends on these two factors (Krashen 1). The acquisition of a language can be influenced by a number of things such as the exposure of a person to a language and the intensity of the exposure to that language, the time that the person is exposed to a certain language and the social network through which the person receives the language (Dunkel 66-70). Language assimilation, another term for the shifting of features from one variety to the next or from one language to the next, will be a major focus for this study.

Some of the above areas such as language acquisition, social networking, intensity of language exposure and time of language exposure have been studied at length. There are numerous language acquisition situations which occur on a daily basis and are studied regularly by linguists. Depending on one's social network, a prediction can be made as to the language one

would use in certain situations, if not all situations. Time and intensity of exposure to a language can tell us how much of a language has been acquired and to what degree for example, what items are acquired from the foreign language, if they are lexical items or if there has been an alteration to the structure and so on. Phonological variation or the difference in accents can manifest because of different factors.

The topic of this project is native Telugu speakers and their Trinidadian English Creole accents. The informants in question are that of Telugu speakers from Andhra Pradesh India who would have previously acquired Telugu, Hindi and Indian English. Each speaker, for at least the last fifteen years, has been living in Trinidad in which the language of everyday instruction and interaction is an English-lexicon Creole, namely Trinidadian English-lexified Creole (TrinEC). However, this study seems to be a novelty study since related literature could not be found about another situation in which persons from India were to acquire another English based Creole language. There are numerous studies which address the learning of a standardized variety of English by persons like immigrants who wish to become citizens, by persons studying languages or of children who are acquiring a standardized variety of English in school through the educational system and so on. One will notice, however, that the majority of these studies are not conducted necessarily in India, Africa or other, believed to be, poor countries. The study of Telugu speakers and speech itself is not given enough attention since literature about the topic was also scarce despite having a number of linguists whose native tongue is Telugu such as Professor Baba C. Vemuri and the late Professor Bhadriraju Krishnamurti.

This study intends to expose areas which have been neglected in terms of language assimilation and the Caribbean and the extent to which foreigners, specifically Indians, have

adapted features of a language which they are exposed to on a daily basis. Given that the informants in this study are medical professionals, they are exposed to other medical professionals on a daily basis as well as the general public of Trinidad. Discovering how such a social network affects the shifting from Indian English to Trinidadian English Creole is another important consideration of this study. But more importantly, discovering how the accent of the language acquired (TrinEC) differs depending on the time each informant has been in Trinidad is at the forefront of this study. The study will be a study based on mixed methods, qualitative because the extra-linguistic factors, however plentiful, will have to be addressed, and quantitative since the data being collected will have to be transcribed, quantified and compared in order to see the difference between the accents of the informants in two locations. This quantitative approach will assist in giving a visual representation of the data to understand the extent to which the accents differ while being explained by the qualitative information gathered.

For this study, the topic of gender is left unaddressed since it is not clear whether female informants would be willing to conduct the interviews because of their cultural background or whether they would have assimilated to the (TrinEC) at all since their interactions with the language may be significantly less also because of their cultural background. Also the fact that medical professionals will have limited time available to conduct the interviews limits the number of Telugu speakers available to provide information. Another reason that gender is not considered is because the number of informants is too small and therefore, the sample size may be too small to represent the entire population. However, further research should be conducted in order to understand if there is a particular difference between accents of males and accents of females over a geographic space.

Chapter 3

Literature Review.

In order to grasp the concepts which were necessary to conduct this study and analyse the information which was presented, previous research was necessary. There were a number of areas where research was gathered such as accent, language assimilation, Creole language and dialect, word stress, intonation, social networking, language intelligibility and cultural research. Each of the following concepts researched was imperative to the study.

Accent

Accent is a way of pronouncing a language. According to Wolfram (225) "linguists use the word dialect to denote patterns in the way people use language. These patterns include pronunciation (or "accent")". Since the research question of this study is 'how does the Trinidadian Creole English accent of native Telugu speakers in central Trinidad differ from the native Telugu speaker living in the north of Trinidad', understanding how accent interplays with the informants and their social networks over the years is critical. Wolfram (227) goes on to discuss that the organization of pronunciation, sometimes simply known as an accent is a "level of a dialect" equal to other levels such as lexicon, morphology and syntax.

This phonological variation, known as accent, according to geographic area is further discussed by Lippi-Green (41-48) in which she discusses that everyone has some type of accent whether they are conscious of it or not and that many factors would influence our accent including social identity and geography.

The missing information from both of these articles, with respect to the present study, is its relation to the Caribbean and the other Atlantic Creoles contained within it. However, Lippi-Green does discuss many variations in accent across America which is often showcased in the media now propagated across Trinidad, thus describing a potential influence for Trinidadian language. These parallel studies provide sufficient background information for understanding the study and the data which are or have collected.

Pitch

One factor which has the potential to influence an accent is the pitch of a person's voice. Bolinger (109-113) states that pitch, in English, is not phonetic. This means that a rise in pitch does not convey a different meaning as compared to using two different phonemes. Bolinger (109) proposes that a "sequence of different pitches will produce something meaningful in the same way that a sequence of vowels and consonants may produce a word." One of the informants for this study, Dr. Khaja, stated in an interview that when she first arrived, she found it a lot more difficult to understand East Indian speakers because of the constant rise and fall of their speech. The "singsong" voice as she described it, she claims, could have contributed towards lengthening her adjustment period. However, when speaking to Afro-Trinidadians, she claims to have not had the same issue because of the relative and perceived lack of the singsong voice in their speech.

Bolinger (149) concluded in his study that the intensity of a change in pitch was negligible factor while the presence of the change in pitch held the actual meaning.

Understanding what factors influence an accent was an important step for this project because of the focus on native Telugu speakers' adaptation to Trinidadian English Creole since according to Lewis (172), tone also plays a role in Trinidadian English Creole, potentially because of its relationship with a substrate language. Warner-Lewis does comment, however, that this tonal influence is not nearly as much as the African substrate from which it may have originated.

Word stress

Another factor which would influence an accent would be word stress. The study of word stress addresses the "location of prominent syllables within words, as well as the rhythmic, positional, quantitative and morphological factors that given patterns of syllable prominence," Kager (367). This not only implies that word stress is more than emphasis on a certain part of a word, but also that this emphasis has certain structure and function which may vary depending on the language which is being studied or spoken.

How does word stress in native Telugu speakers differ from that of native Trinidadian English Creole speakers and does that play a crucial part in the understanding of the accent? Does this word stress or lack thereof, affect the speech of the informants in question?

Also, as Bolinger (71) mentioned when addressing pitch, stress and intensity are related factors. Kager (367) supports this view and goes on to say that in languages with stresses, with few exceptions, "every content word has at least one stressed syllable."

Kager (368) focuses on the Metrical theory and the hierarchical representation of stresses in order to highlight certain differences. However the main focus of the current study discusses how word stress and accent interplays. Understanding how each informant interprets the word stress which they receive as input is important since they will inevitably reproduce this in their speech, and if there is a difference with their native language or their own version of English, then there may be errors produced within the data.

Intelligibility of accent

Intelligibility of an accent refers to whether or not a person can be understood. While this topic may seem trivial for native speakers conversing among each other, for non-native speakers, understanding the accent native to the country and being understood by its native residents may be a challenge. Fledge (70-72) states that there are many factors which affect a speaker's ability to understand a foreign accent. He lists them as the age of learning, length of residence, the non-native's ability to gauge a foreign accent and the effect of pauses. In this instance, the effect of a pause refers to the "number, location and duration of pauses, and the prolongations and repetitions in sentences," Fledge (72) which in common terms refers to the fluency and rhythm of speech.

Fledge (70-79) conducted his study with four groups of Chinese foreigners who attempted to understand the speech of English speakers. The assessment conducted by Fledge used the change of different variables such as the presence and removal of pauses, which he

assumed would affect the intelligibility of the accent, and allowed the listeners to judge who they thought were proficient speakers of English.

For this study, we have native Telugu speakers who attempt to understand the Trinidadian English Creole accent on a daily basis. While the researcher is not attempting to make the informants judge the intelligibility of Trinidadian accents, understanding the factors which make an accent difficult to understand is important to this study since one of the informants expressed the inability to understand the accents of Trinidadians which could hamper her ability to learn the language.

Social networks

The study of the social network is one of the most important elements when studying language since before studying a language, one must first identify the language community. Gumperz identifies, "in analyzing linguistic phenomena within a socially defined universe, however, the study is of language usage as it reflects more general behaviour norms. This universe is the speech community" (66). In other words, the speech community is a group of persons who display the features and behaviours representative of the group. A social network refers to the persons within that speech community within which a person interacts. For example, our informants are doctors who work in different hospitals, therefore the hospital staff is one of their speech communities and by extension, a social network. Your social network refers to the

persons you interact with on a daily basis, and the persons you interact with on a daily basis are the persons who in turn, influence your language.

Gumperz (68) raises interesting points within the article such as the presence of verbal repertoires which are important to certain populations, and varietal distributions which implies that the language of a person may vary depending on the setting they are put into. However, Gumperz does not focus on any particular group of persons within that article unlike the current study which focuses totally on the informants who are doctors in Trinidad.

The information presented is valuable to the study of Telugu speakers and their Trinidadian English Creole accents since the article discusses the idea of the social network and by extension, how it influences change to a person's language. If the informants' social networks were Telugu speakers then there would quite possibly be a maintenance of the features which they arrived in Trinidad with. However, if the informants' social networks were that of Trinidadians, then they would eventually adopt features which belong to the Trinidadian English Creole, including the features which make up the accent.

Language shift

Language shift is the process by which a speaker adapts features of another language which they are exposed to. Hickey (1) states that language shift can be partial or complete and further that the reason for the shift usually concerns some type of migration. He continues to say that while the consequences for each shift may vary, the one common feature to each shift is the language contact.

The present study deals with native Telugu speakers who have learned English in their school system from age four or five. The language which was formed was a variety of English commonly known as Indian English. However, the language which the informants are currently exposed to on a daily basis is not English nor is it a variety of English. Trinidadian English Creole is an English-lexified Creole , a language all its own, sharing many structural features with African languages (Lewis 168) as opposed to sharing features only with the English lexifier language.

Despite its dealing with Irish and the informants' shift to English, the study conducted by Hickey is a model for the study of Indian English and its shift to Trinidadian English Creole.

Assimilation

"Assimilation is a phonological process in which a segment changes to resemble its neighbours more closely" McCarthy (320). During a language contact situation, there can be a number of consequences. The one being focuses on in this study is language shift. However, what shifts in order for a language to shift? In a book by Mufwene (1993) Holm (318) states that transfer results from the speaker identifying a phoneme in the second language with one in the first language and applying the rules from the first language onto that phoneme. This results in underdifferentiation, over differentiation or outright substitution.

Holm is addressing retentions of African languages, but states that transfer and retention are very similar, and only differ because one takes place at the individual level and the other

takes place at the level of the speech community. The ideas that Holm speaks about in article may be taking place in a similar way with the Telugu speakers since they may be applying rules from their Indian English to phonemes in Trinidadian English Creole resulting in over differentiation, underdifferentiation or outright substitution, which then reflects in their accent.

Evaluation

In order to properly evaluate the data gathered, Pang (37-71) provides a phonological description of Trinidadian English Creole. However, the paper was written in 1976 and the language that is Trinidadian English Creole may have changed from that time until present. The article will be used in order to pinpoint what is not natively Trinidadian English Creole speech by highlighting the phonological features of the language. Because of the age of this article, however, only some features were selected from the total features since the author highlighted the most basilectal features and since Trinidadian English Creole is a decreolizing variety, this information would have changed. The features of the speech produced by the informants which vary from the features which Pang (37-71) describes will be considered to be a deviation from Trinidadian English Creole.

Deterding (187-195) suggests two stories which contain a number of structures which are native to English and are generally used for elicitation of data. Both stories will be used in collecting the data. These stories are being used since the lexifier language for Trinidadian English-lexified Creole is English and uses many of the same phonemes as English. Therefore

using these stories would allow the researcher to obtain the appropriate phonological information.

Chapter 4
Methodology

As previously stated, this project had a mixed methods approach to data collection. The data came from interviews with interviewees that the interviewer has known for some time. It was imperative that the interviewees knew the interviewer since informal speech was the focus of this project. The interviews consisted of three steps. The first step was reading two stories which are often used for the elicitation of English data; 'The North Wind and the Sun' and 'The Boy who Cried Wolf.' The second step consisted of reading words from the Swadesh word list. A number of words were taken from the list and compiled into a smaller list in conjunction with a few words native to Trinidadian English Creole, such as *soucouyant*, *J'Ouvert* and *maco*(see Appendix A). The words were related to Carnival, Trinidad and Tobago's folklore, and popular slang, all of which would be used by the population in an everyday setting. Each informant was given the same list to read. The final step is a semi-structured interview which was directed toward gathering extralinguistic information in order to assist in explaining the features which would be observed.

The entire interview was recorded using an audio recording device. Step one of the interviews, the reading of the two stories, was transcribed along with step two, the reading of the word list. Each transcription was clearly labelled in order to avoid confusion and to ensure accuracy. The information received from the third step of the interview, the semi-structured interview, was transferred from an audio format to a visual format.

The transcribed information from step one and step two was then transferred into a table format. The table was structured in such a way that it differentiates between informants with respect to their geographic location. The number of occurrences of anomalies will be noted and put into the table. Information deemed to be an anomaly were occurrences in speech which are not innately Creole such as oddly placed word stresses, rhotic phonemes, phonemes which are used in place of the usual phonemes, among other features. After this compilation of data, the information will be analyzed and explained.

Chapter 5
Data collection

Between the two informants, there were six readings in total. The results for each one varied and are shown and labelled below.

Story one, informant one, Dr. Khaja:

/də nɔt vɪnd an də sən wəː dɪspʲutɪŋ vɪtʃ wəz də stɹɔŋɡə ven e tɹavlə kem aloŋ ɹapt ɪn e wɔm klok | de agɹiːd dat də wən hu fəs suksidɪd ɪn mekɪŋ de tɹavlə tek hɪs klok of ʃʊd bi konsɪdəɹd stɹɔŋɡə dan də odə | dɛn də nɔt wɪnd blu az hɑːd az hi kud bət də mor hi blu de mor klosli dɪd de tɹavlə fold hɪs klok aɹɒnd hɪm an at last de nɔt wind gev ʌp de atɛmt | dɛn de sən ʃon ɒʊt wɔmli an imidiətli de tɹavlə tuk of hɪs klok | an so de nɔt wind vəz oblaɪdʒd tə kənfɛs dat də sən wəz de stɹɔŋɡər of də tu/

Story two, informant one, Dr. Khaja:

dɛr wəz vəns a puːr ʃɛpərd bɔɪ hu jus tə watʃ hɪs flɑks ɪn de fils, nɛks tu e dɑːk fɒɹɪst nʲæ de fut of e mɒʊntɪn. wən hot aftənun hi tɔt e ɡʌd plan tu ɡɛt sʌm kʌmpəni fə hɪmsɛlf ɛnd ɒlso hɛv a lɪtl fən. ɹezɪŋ hɪz fɪst ɪn də æ, hi ɹan dɒʊn tu de vɪlɪdʒ ʃɒʊtɪŋ wəlf wəlf. a sun az de həːd hɪm də wɪlɪdʒəz ɔl rʌʃd fəm dɛr homz, fʊl ov konsəːn fə hɪz sefti, ɛn tu ov hɪz kʊzɪns ivən sted wɪt hɪm fər e ʃɔt waɪl. dɪs gev də bɔɪ so mətʃ plɛʒə dat e fʲu dez letə hi tɹaɪd ɛksakli de sem tɹɪk agen ɛnd vəns mɔr hi wəs suksɛsful. howɛvə not loŋ aftə a wəlf dət həd jus ɛskept frəm de zu vaz lukɪŋ fər e

t͡ʃend͡ʒ frəm ɪts ud͡ʒuəl daɪət of t͡ʃɪkn ən dʌk. so ovərkəmɪŋ ɪts fæɹ of biɪŋ ʃot, ɪt

aktuli dɪd kəm ɒʊt fɹəm də fɒɹɪst an bigan tu θɹɛtən de ʃip. ɹezɪŋ dɒʊn tu de vɪlɪd͡ʒ,

de bɔɪ of kɔs kɹaɪd ɒʊt iven lɒʊdeɹ dan bifɔ. unfotⁱnetli az ɔl də vɪlɪd͡ʒəz wəɹ kʌmɪns

dat hi wəz tɹaɪɪŋ tu ful dem a θəːd taɪm, dey tol hɪm go əwe ən don boðɹ əs əgen, an

so de wəlf had e fist.

aɪ	bləd	za'boka	ba'zodiː
wi	gɹiːs	hiə	klɒʊd
dɪs	d͡ʒuve	no	smok
dat	hɔn	sliːp	faɪəɹ
baɪga	mako	daɪ	aʃ
hu	tɔl	bakənal	bən
wat	fɛdə	kɪl	pɑːt
obeja	dɪŋgole	swɪm	mɒʊntɪn
wən	he	wɔk	təbaŋka
tu	hɛd	kəm	ɹɛd
bik	aɪ	laɪ	griːn
bɹɔtəpsi	pomsite	siːt	jɛlo
smɔl	nos	stan	waɪt
wəman	mɒʊt	gɪw	blak
kum mɛs	tiːt	waɪz	d͡ʒumbi
pəɹsə	təŋ	jəbjəb	naɪt
sowkuja	fɪŋgənel	se	hʌt
bəd	bɛli	sən	kol
dɒg	nɛk	mun	fʊl
triː	bɹɛs	sta	nʲu

lif	hɑːt	watə	gud
ɹut	lɪvə	ɹen	ɹɒʊn
dɒgʲa	fɛt	stɔm	dɹaɪ
bag	dɹɪŋk	ɑlu	waɪzan
skɪn	iːt	san	
kʊt͡ʃuːɾ	baɪt	əːt	

Word list, informant one, Dr. Khaja.

Story one, informant two, Dr. Rani:

də nɒt wɪnd ən də sən wəː dɪspʲutɪŋ wɪt͡ʃ wəː də stɹɒŋgə wɛn a tɹavlə kem alɒŋ ɹapt ɪn e wɔm klok. de gɹiːd dat də won hu fəs suksidəd ɪn mekɪŋ di tɹavlə tek hɪs klok of ʃʊd bi konsɪdə stɹɒŋgə dan də odə. dɛn də nɒt wɪn blu az hɑːd az di kud bʌ də mu hi blu də mɔ klozli dɪd di tɹavlə foːl hɪz klok aɹon hɪm an at lɑst də nɒt wɪnd gev əp di atɛmt. den di sən ʃon ɒʊt ɒɒt vɔmli ən imidiətli də tɹavlə tuk of hɪz klok. ənd so də nɒt wɪnd wəz oblaɪd͡ʒ tu kənfɛs dat de sən wəz di stɹɒŋgə of di tu.

Story two, informant two, Dr. Rani:

dɛr wəz wəns a pɔ ʃɛpaɹd bɔɪ hu jus tu wɒt͡ʃ hɪz floks ɪn də fils neks tu e dɑːk foɹɪst nʲæ di fut of e mɒʊntɪn. won hot aftənun hi tɔt of e gud plan tu gɛt sum kəmpəni fɔ hɪmsɛlf ən also həv e lɪtl fən. rezɪŋ hɪz fɪst ɪn də æ, hi ran dɒʊn tu di vɪlɪd͡ʒ ʃɒʊtɪŋ olf olf. a sun az de həːd hɪm də vɪlɪgəz ɔl ɹuʃd fɹəm dæ homz ful ov konsəːn fɔ hɪz sefti

ən tu of hɪz kəzɪns ivən sted wɪt hɪm fər e ʃɔt waɪl. dɪs gev di bɔɪ so mut͡ʃ plɛʒə dat

e fʲu dez letə hi tɹaɪd ɛgzakli də sem tɹɪk agen and wəns mɔ hi wəz suksɛsful. həvɛvə

not loŋ aftə a wɒlf dat had jus ɛskept fɹəm di zu wəz lukɪŋ fər e t͡ʃend͡ʒ fɹom ɪts

juʒuəl daɪt ofət͡ʃɪkən ən duk. so owəkəmɪŋ ɪts fʲæ of biɪŋ ʃot, ɪt aktʲuli dɪd kum ɒʊt

ov fɹəm di foɹɪst and bigan tu θɹɛtɛn di ʃiːp. resɪŋ dɒʊn tu di vɪlɪd͡ʒ, də bɔɪ ov cɔs

kɹaɪd ɒʊt ivən lɒʊdə dan bifɔ. unfotʲnetli az ɔl di vɪlɪd͡ʒəz wəː kənvɪns dat hi wəz

traɪɪŋ tu ful dem a təːd taɪm, de tol him, go awe an don bodər us agen an so də wolf

had e fist.

aɪ	blɛd	d͡ʒaboka	bɑːd͡ʒodi
wi	gɹɪz	hjæ	klɒʊd
dɪs	d͡ʒuwe	no	smok
dat	hɔn	ʃiːp	fajə
baɪgən	mɑːko	daɪ	aʃ
hu	tel	bakənɑl	bəːn
wat	fɛdə	kɪl	pɑːt
obija	dɪŋole	svɪm	mɒʊntɪn
wən	hæ	wok	təbanka
tu	hɛd	kəm	ɹɛd
bɪg	aɪ	laɪ	gɹiːn
bɹɔtupsi	pomsite	sɪt	jɛlo
smɔl	noz	stand	waɪt
wəmɛn	mɒʊt	gɪv	blak
komɛs	tiːt	waɪvz	jombiː
pəːsən	toŋ	jəbjəb	naɪt

sokoje	fɪŋgənel	se	hɔt
bəːd	bɪli	sən	kold
dɔg	nɛk	mun	fʊl
tɹi	bɹɛs	staː	nʲu
lif	haːt	wɒtə	gud
ɾut	lɪvə	ɹen	rɒʊnd
doglə	fɛt	stoːn	dɹaɪ
baːk	dɹɪŋk	ɑlu	wad͡ʒaŋ
skɪn	iːt	sand	
kʊt͡ʃʊɹ	baɪt	əːt	

Word list, informant two, Dr. Rani.

Chapter 6

Data Analysis

As stated previously, the stories and the word list would be used to examine the speech which was produced by the informants while the semi-structured interview would be used in conjunction with the researched theory in explaining the features within the speech produced. For the first story there were a number of differences which appeared, not only to the Trinidadian English Creole as stated by Pang (37-71) but also differences appeared between the speech of the speakers themselves despite coming from the same location in India and speaking the same first language. The aim of this study was to determine how the informants' speech varied

because of the time spent living in Trinidad. After the data were transcribed, it was put into a

tabular format and the differences between each other and the differences between the individual

speech and the Trinidadian English Creole was highlighted. The results and discussion were as

follows:

Dr. Khaja	Dr. Rani
vɪnd	wɪnd
an	ən
vɪt͡ʃ	wɪt͡ʃ
wəz	wəː
ven	wɛn
e	a
agɹiːd	gɹiːd
wən	won
fəs	fəs
suksidɪd	suksidəd
de	di
konsɪdəɹd	konsɪdə
wɪnd	wɪn
hi	di
bət	bʌ
mor	mu
de	də
klosli	klozli
de	di
fold	foːl
hɪs	hɪz
arɒʊnd	aɹon

lɑst	lɑst
de	də
ʌp	əp
de	di
dɛn	den
de	di
wɔmli	vɔmli
an	ən
hɪs	hɪz
an	ənd
vəz	wəz
oblaɪd͡ʒd	oblaɪd͡ʒ
tə	tu
də	de
de	di
stɹoŋər	stɹoŋə
də	di

The table above shows that there was a major difference which was displayed in the first story, "The North Wind and the Sun." Of the one hundred and fourteen words which were present in the story, both informants uttered forty words differently, which amounts to 35% of the total amount. Of these utterances, many involved the placement of the phoneme /v/ where the phoneme /w/ would usually be placed. Both informants did this, however, informant one, Dr.

Khaja does it significantly more than the other informant, Dr. Rani. Also, when saying the article "the," Dr. Khaja pronounces it as /de/ while Dr. Rani pronounces it as /di/.

For the second story, "The Boy Who Cried Wolf," a similar situation of differences can be found. Out of the two hundred and seventeen words present in the second story, a total of eighty words were uttered differently, which amounts to about 37% of the entire story. Using both data gathering stories, it seems as though the way in which both informants vary is consistent.

In this story, there were many differences with the vowels which were used accompanied by the same features shown in story one, the placement of /v/ phoneme for /w/ phoneme and vice versa and the interesting pronunciation of the article. However in this story, Dr. Khaja omitted a word "up", Dr. Rani said a different word in the same place as Dr. Khaja's omission, as well as adding a word (preposition) later on and, what the researcher considered to be, fused two words. The tables with the results of this story will be displayed in the appendix. This story also featured many omissions of phonemes in word initial or word final position such as /olf/ when Dr. Rani says "wolf".

Both stories displayed the presence of the tap/flap /ɾ/, uttered by both informants but uttered more by Dr. Khaja, which is a feature of Telugu phonology (Gargesh 9).

Both stories displayed not only a difference between each other as shown above, but also a difference to the Trinidadian English Creole, some of which overlapped with differences to each other. In story one, Dr. Khaja showed thirty four deviations (30%) from the Trinidadian English Creole as opposed to twenty deviations (17%) from Dr. Rani. In story two, Dr. Khaja

showed forty nine (23%) deviations from the features of Trinidadian English Creole while Dr. Rani showed twenty seven (12%) deviations. From Dr. Khaja, the utterances of /v/ phoneme in place of /w/ phoneme were prevalent and happened at least four times throughout the story. Also the word "the" was consistently pronounced as "they" (/de/) throughout the story by Dr. Khaja. Finally, some words were given inflections while others were not where necessary. For example when Dr. Khaja says "considered" she uses the /d/ phoneme at the end while Dr. Rani omits it. Dr. Khaja displays the use of the tap/flap /ɾ/ during the first story but both informants use the /ɾ/ phoneme in story two; however Dr. Khaja uses it more.

In the second story we see both informants using inflections where it generally would not appear in Trinidad English Creole. Also, according to Pang (32), standard Trinidadian English /ə/ in unstressed environments appears in Trinidadian English Creole as /a/. Pang (32) also says that the /æ/ vowel is also replaced by /a/ for Trinidadian English Creole. According to the data, Dr. Khaja consistently uses the /ə/ in place of not only the /a/ vowel, but in places where vowels like /i/ and /ʊ/ would usually go.

When it comes to the reading of the word list, however, the gap of differences between both informants was closed in drastically. Of the 103 words in the word list, there were 46 words (45%) which were uttered differently by the informants. Many of these differences between each other were consistent with the differences which were highlighted in the stories such as the use of the word final /d/ in words like sand and round. Within the word list, there were words which the informants said which deviated from the Creole pronunciation. Dr. Khaja uttered 24 words

(23%) while Dr. Rani uttered 20 words (19%) which is a significantly smaller gap in terms of the deviations which were present.

Included in the word list were twenty native Creole words, not all of which were said in the way that Pang (36-70) describes. Both participants seemed to have some difficulty with pronouncing some of the words. The words were added to the word list because the orthography of the words does not resemble its pronunciation and saying the words like a native speaker would depend on the speaker's previous knowledge of the word and its pronunciation. Out of the twenty words which were natively Creole, Dr. Khaja uttered ten (50%) words differently from the original pronunciation while Dr. Rani uttered seven (35%) words differently from the original. For example, both informants say /jəb jəb/, however, Pang (33) says that this word would be pronounced /jab jab/. Both informants pronounced *soucouyant* differently from each other and from the original Creole pronunciation /sukuja/. Dr. Rani used the /w/ phoneme in place of the /v/ phoneme when saying "J'Ouvert", results consistent with those seen in the stories. Dr. Khaja uses the tap/flap /ɾ/ in word final position when saying the word "kuchur."

During the semi-structured interview, it was noted that both persons did indeed live in different areas but there were other factors which still varied. For example, both persons have a different number of contact hours with persons who speak Trinidadian English Creole; Dr. Rani has around 60 contact hours a week while Dr. Khaja has about forty contact hours both because of their occupation. There is also a four year difference between the times that both informants became residents of Trinidad. This still implies that there are twenty hours more per week that Dr. Rani is in contact with Trinidadians and their language which would explain the higher percentage of Creole which she speaks as compared to Dr. Khaja according to Fledge (71) who

says that one of the main factors influencing a person's accent is the length of the person's residence.

	Dr. Khaja	Dr. Rani
Story 1	30%	17%
Story 2	23%	12%
Swadesh list	23%	19%

The table above shows the statistical differences between both informants for the data collected and the percentage to which they did not adhere to the Creole features.

Conclusion

There were a few limitations involved in conducting this study. Firstly, the number of persons available for the study was limited, not because of their (lack of) willingness , but because of the time that the informants had available to conduct the interviews because of the informants' occupations. In order to improve this study, the data collection should be repeated with more informants to understand how the language was adapted by a larger number of persons, and see if there is a pattern to the adaptations. Another limitation was that both of the informants were females and that no males were available for interviews. If there were a difference between the speech of male and female native Telugu speakers who are adapting to Trinidadian English Creole, it would not be reflected in this study and is therefore an avenue for further research. Further, the age of the informants were person above the age of forty who have already passed their critical age for language learning. Changing the variables such as the age of the speakers or even the location of the speakers are areas which could be explored with further research.

Throughout this study Dr. Rani, the informant who has been in Trinidad for more years and had more contact hours with Trinidadian English Creole, was shown to produce more Creole than Dr. Khaja, the informant who was present in the country for fewer years and had less contact hours. Because of this, there is significant evidence to consider that the time and exposure to the language was the most significant factor influencing the language of the informants as opposed to other factors such as geographic area. However, in conjunction with this time and exposure, the medium through which the informants receive the language, their

respective social networks, also plays a major factor since the informants' interaction with the social network changes the rate at which they receive the language. However, the social network is not the most highlighted factor since both informants described their social network in the same way and therefore this variable was held constant. Therefore, the factor which most influenced the adaptation of the Trinidadian English Creole of the Native Telugu speakers was the time and exposure of the informants to the language.

Works Cited

Bolinger, Dwight L. "A theory of pitch accent in English." *Word* 14.2-3 (1958): 109-149.

Deterding, David. "The North Wind versus a Wolf: short texts for the description and
measurement of English pronunciation." *Journal of the International Phonetic
Association* 36.2 (2006): 187-196.

Dunkel, Harold B. "Second Language Learning." 1948, pp. 1–225.,
doi:10.3897/bdj.4.e7720.figure2f.

Flege, James Emil. "Factors affecting degree of perceived foreign accent in English
sentences." *The Journal of the Acoustical Society of America* 84.1 (1988): 70-79.

Gargesh, Ravinder. "Structural Factors in Second Language Phonology." *Applied English
Phonology*, 2011, pp. 183–229.

Gumperz, John J. "The speech community." *Linguistic anthropology: A reader* 1 (2009): 66.

Hickey, Raymond. "Contact and language shift." *The handbook of language contact* (2010): 151-
169.

Kager, René Willibrord Joseph. "The metrical theory of word stress." *Blackwell handbooks in
linguistics* 1 (1995): 367-402.

Krashen, Stephen D. *Second language acquisition and second language learning*. Oxford UP, 1981.

Lippi-Green, Rosina. *English with an accent: Language, ideology, and discrimination in the United States*. Psychology Press, 1997.

Warner-Lewis, Maureen . *Guinea's other suns: the African dynamic in Trinidad culture*. The Majority Press, 1991.

McCarthy, John J., and Norval Smith. "Phonological processes: Assimilation." *Linguistics Department Faculty Publication Series* (2003): 20.

Mufwene, Salikoko S., and Nancy Condon, eds. *Africanisms in Afro-American language varieties*. University of Georgia Press, 1993.

Pang, Chin, M. Mary. *Aspects of Trinidadian Creole*. Diss. Arts and Social Sciences: Department of Languages, Literatures and Linguistics, 1981.

Wolfram, Walt. "Everyone has an accent." *Teaching Tolerance*18 (2000): 18-23.

Appendices

Story one and story two which were used for the elicitation of phonetic data for this study.

The North Wind and the Sun

The North Wind and the Sun were disputing which was the stronger, when a traveller came along wrapped in a warm cloak. They agreed that the one who first succeeded in making the traveller take his cloak off should be considered stronger than the other. Then the North Wind blew as hard as he could, but the more he blew the more closely did the traveller fold his cloak around him; and at last the North Wind gave up the attempt. Then the Sun shone out warmly, and immediately the traveller took off his cloak. And so the NorthWind was obliged to confess that the Sun was the stronger of the two.

The Boy who Cried Wolf

There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the foot of a mountain. One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun. Raising his fist in the air, he ran down to the village shouting 'Wolf, Wolf.' As soon as they heard him, the villagers all rushed from their homes, full of concern for his safety, and two of his cousins even stayed with him for a short while. This gave the boy so much pleasure that a few days later he tried exactly the same trick again, and once more he was successful. However, not long after, a wolf that had just escaped from the zoo was looking for a change from its usual diet of chicken and duck. So, overcoming its fear of being shot, it actually did come out from the forest and began to threaten the sheep. Racing down to the village, the boy of course cried out even louder than before. Unfortunately, as all the villagers were convinced that he was trying to fool them a third time, they told him, 'Go away and don't bother us again.' And so the wolf had a feast.

1. I	27. blood	53. zaboca	79. bazodee
2. we	28. grease	54. hear	80. cloud
3. this	29. J'ouvert	55. know	81. smoke
4. that	30. Horn	56. sleep	82. fire
5. baigan	31. maco	57. die	83. ash
6. who?	32. tail	58. bacchanal	84. burn
7. what?	33. feather	59. kill	85. path
8. obeah	34. dingolay	60. swim	86. mountain
9. one	35. hair	61. walk	87. tabanka
10. two	36. head	62. come	88. red
11. big	37. eye	63. lie	89. green
12. broughtupsy	38. pommecythere	64. sit	90. yellow
13. small	39. nose	65. stand	91. white
14. woman	40. mouth	66. give	92. black
15. commesse	41. teeth	67. vibes	93. jumbie
16. person	42. tongue	68. jabjab	94. night
17. soucouyant	43. fingernail	69. say	95. hot
18. bird	44. belly	70. sun	96. cold
19. dog	45. neck	71. moon	97. full
20. tree	46. breasts	72. star	98. new
21. leaf	47. heart	73. water	99. good
22. root	48. liver	74. rain	100. round
23. dougla	49. fete	75. stone	101. dry
24. bark	50. drink	76. aloo	102. wajang
25. skin	51. eat	77. sand	
26. kuchur	52. bite	78. earth	

Word list used for the elicitation of phonetic data.

Dr. Khaja	Dr. Rani
də	də
nɔt	nɔt
vɪnd	wɪnd
an	ən
də	də
sən	sən
wəː	wəː
dɪspʲutɪŋ	dɪspʲutɪŋ
vɪt͡ʃ	wɪt͡ʃ
wəz	wəː
də	də
stɹoŋə	stɹoŋə
ven	wɛn
e	a
tɹavlə	tɹavlə
kem	kem
aloŋ	aloŋ
ɹapt	ɹapt
ɪn	ɪn
e	e
wɔm	wɔm
klok	klok
de	de
agɹiːd	gɹiːd
dat	dat
də	də
wən	won
hu	hu
fəs	fəs
suksidɪd	suksidəd
ɪn	ɪn
mekɪŋ	mekɪŋ
de	di

tɹavlə	tɹavlə
tek	tek
hɪs	hɪs
klok	klok
of	of
ʃʊd	ʃʊd
bi	bi
konsɪdəɹd	konsɪdə
stɹoŋgə	stɹoŋgə
dan	dan
də	də
odə	odə
dɛn	dɛn
də	də
nɔt	nɔt
wɪnd	wɪn
blu	blu
az	az
hɑːd	hɑːd
az	az
hi	di
kʊd	kʊd
bət	bʌ
də	də
mor	mu
hi	hi
blu	blu
de	də
mor	mɔ
klosli	klozli
dɪd	dɪd
de	di
tɹavlə	tɹavlə
fold	foːl

hɪs	hɪz
klɒk	klɒk
aɾɒʊnd	aɹɒn
hɪm	hɪm
an	an
at	at
lɑst	lɑst
de	də
nɔt	nɔt
wɪnd	wɪnd
gev	gev
ʌp	əp
de	di
atɛmt	atɛmt
dɛn	den
de	di
sən	sən
ʃɒn	ʃɒn
ɒʊt	ɒʊt
wɔmli	vɔmli
an	ən
imidiətli	imidiətli
de	də
tɹavlə	tɹavlə
tuk	tuk
of	of
hɪs	hɪz
klɒk	klɒk
an	ənd
so	so
de	də
nɔt	nɔt
wɪnd	wɪnd
vəz	wəz

oblaɪd͡ʒd	oblaɪd͡ʒ
tə	tu
kənfɛs	kənfɛs
dat	dat
də	de
sən	sən
wəz	wəz
de	di
stɹoŋgər	stɹoŋgə
of	of
də	di
tu	tu

Tables comparing the words uttered by both informants in stories one and two respectively.

Dr. Khaja	Dr. Rani
dɛr	dɛɹ
wəz	wəz
vəns	wəns
a	a
puːr	pɔ
ʃɛpərd	ʃɛpaɾd
bɔɪ	bɔɪ
hu	hu
jus	jus
tə	tu
wat͡ʃ	wɒt͡ʃ
hɪs	hɪz
flɑks	floks
ɪn	ɪn
de	də
fils	fils
nɛks	neks
tu	tu
e	e
dɑːk	dɑːk
fɒɹɪst	foɹɪst
nʲæ	nʲæ
de	di
fut	fut
of	of
e	e
mɒʊntɪn	mɒʊntɪn
wən	won
hot	hot
aftənun	aftənun
hi	hi
tɔt	tɔt
	of

e	e
gʌd	gud
plan	plan
tu	tu
gɛt	gɛt
sʌm	sum
kʌmpəni	kəmpəni
fə	fɔ
hɪmsɛlf	hɪmsɛlf
ɛnd	ən
ɒlso	also
hɛv	həv
a	e
lɪtl	lɪtl
fən	fən
ɹɛzɪŋ	ɹɛzɪŋ
hɪz	hɪz
fɪst	fɪst
ɪn	ɪn
də	də
æ	æ
hi	hi
ɹan	ɹan
dɒʊn	dɒʊn
tu	tu
de	di
vɪlɪd͡ʒ	vɪlɪd͡ʒ
ʃɒʊtɪŋ	ʃɒʊtɪŋ
wəlf	olf
wəlf	olf
a	a
sun	sun
az	az
de	de

hɜːd	hɜːd
hɪm	hɪm
də	də
wɪlɪd͡ʒəz	vɪlɪgəz
ɔl	ɔl
ɾʌʃd	ɹuʃd
fəm	fɹeɪm
dɛɹ	dæ
homz	homz
fʊl	ful
ov	ov
konsəːn	konsəːn
fə	fɔ
hɪz	hɪz
sefti	sefti
ɛn	ən
tu	tu
ov	of
hɪz	hɪz
kʊzɪns	kəzɪns
ivən	ivən
sted	sted
wɪt	wɪt
hɪm	hɪm
fəɹ	fəɹ
e	e
ʃɔt	ʃɔt
waɪl	waɪl
dɪs	dɪs
gev	gev
də	di
bɔɪ	bɔɪ
so	so
mət͡ʃ	mut͡ʃ

plɛʒə	plɛʒə
dat	dat
e	e
fʲu	fʲu
dez	dez
letə	letə
hi	hi
tɹaɪd	tɹaɪd
ɛksakli	ɛgzakli
de	də
sem	sem
tɹɪk	tɹɪk
agen	agen
ɛnd	and
vəns	wəns
mɔɹ	mɔ
hi	hi
wəs	wəz
suksɛsful	suksɛsful
howɛvə	həvɛvə
not	not
loŋ	loŋ
aftə	aftə
a	a
wəlf	wɒlf
dət	dat
həd	had
jus	jus
ɛskept	ɛskept
frəm	fɹəm
de	di
zu	zu
vaz	wəz
lukɪŋ	lukɪŋ

fəɹ	fəɹ
e	e
t͡ʃend͡ʒ	t͡ʃend͡ʒ
fɹəm	fʌom
ɪts	ɪts
ud͡ʒuəl	juʒuəl
daɪət	daɪt
of	ofət͡ʃɪkən
t͡ʃɪkn	
ən	ən
dʌk	duk
so	so
ovərkəmɪŋ	owəkəmɪŋ
ɪts	ɪts
fæɹ	fʲæ
of	of
biɪŋ	biɪŋ
ʃot	ʃot
ɪt	ɪt
aktuli	aktʲuli
dɪd	dɪd
kəm	kum
ɒʊt	ɒʊt
	ov
fɹəm	fɹəm
də	di
fɒɹɪst	foɹɪst
an	and
bigan	bigan
tu	tu
θɹɛtən	θrɛtɛn
de	di
ʃip	d͡ʒiːp
ɹezɪŋ	ɹesɪŋ

44

dɒʊn	dɒʊn
tu	tu
de	di
vilɪd͡ʒ	vilɪd͡ʒ
de	də
bɔɪ	bɔɪ
of	ov
kɔs	cɔs
kɹaɪd	kɹʌd
ɒʊt	ɒʊt
ivən	ivən
lɒʊdeɹ	lɒʊdə
dan	dan
bifɔ	bifɔ
unfɒt͡ʲnetli	unfɒt͡ʲnetli
az	az
ɔl	ɔl
də	di
vilɪd͡ʒəz	vilɪd͡ʒəz
wəɹ	wəː
kʌmɪns	kənvɪns
dat	dat
hi	hi
wəz	wəz
tɹaɪɪŋ	traɪɪŋ
tu	tu
ful	ful
dem	dem
a	a
θəːd	təːd
taɪm	taɪm
dey	de
tol	tol
hɪm	him

go	go
əwe	awe
ən	an
don	don
boðɾ	bodəɾ
əs	us
əgen	agen
an	an
so	so
de	də
wəlf	wolf
had	had
e	e
fist	fist

Table showing transcribed utterances of both informants while reading the word list.

Dr. Khaja			
aɪ	bləd	za'boka	ba'zodiˑ
wi	gɹiˑs	hiə	klɒʊd
dɪs	d͡ʒuve	no	smok
dat	hɔn	sliˑp	faɪəɹ

baɪga	mako	daɪ	aʃ
hu	tɔl	bakənal	bən
wat	fɛdə	kɪl	pɑːt
obeja	dɪŋgole	swɪm	mɒʊntɪn
wən	he	wɔk	təbaŋka
tu	hɛd	kəm	ɹɛd
bik	aɪ	laɪ	gɹiːn
bɹɔtəpsi	pomsite	siːt	jɛlo
smɔl	nos	stan	waɪt
wəman	mɒʊt	gɪw	blak
kum mɛs	tiːt	waɪz	d͡ʒumbi
pəɹsə	təŋ	jəbjəb	naɪt
sowkuja	fɪŋgənel	se	hʌt
bəd	bɛli	sən	kol
dɒg	nɛk	mun	fʊl
triː	bɹɛs	sta	nʲu
lif	hɑːt	watə	gud
ɹut	lɪvə	ɹen	rɒʊn
dɒgʲa	fɛt	stɔm	dɹaɪ
bag	dɹɪŋk	ɑlu	waɪzan
skɪn	iːt	san	
kʊt͡ʃuːɹ	baɪt	əːt	

Dr. Rani			
aɪ	blɛd	d͡ʒaboka	bɑːd͡ʒodi
wi	gɹiz	hjæ	klɒʊd
dɪs	d͡ʒuwe	no	smok
dat	hɔn	ʃiːp	fajə
baɪgən	mɑːko	daɪ	aʃ
hu	tel	bakənɑl	bəːn

wat	fɛdə	kɪl	pɑːt
obija	dɪŋole	svɪm	mɒʊntɪn
wən	hæ	wok	təbanka
tu	hɛd	kəm	ɹɛd
bɪg	aɪ	laɪ	gɹiːn
bɹɔtupsi	pomsite	sɪt	jɛlo
smɔl	noz	stand	waɪt
wəmɛn	mɒʊt	gɪv	blak
komɛs	tiːt	waɪvz	jombiː
pəːsən	toŋ	jəbjəb	naɪt
sokoje	fɪŋənel	se	hɔt
bəːd	bɪli	sən	kold
dɔg	nɛk	mun	fʊl
tɹi	bɹɛs	staː	nʲu
lif	hɑːt	wɒtə	gud
ɾut	lɪvə	ɹen	rɒʊnd
doglə	fɛt	stoːn	dɹaɪ
bɑːk	dɹɪŋk	ɑlu	wad͡ʒaŋ
skɪn	iːt	sand	
kʊt͡ʃʊɹ	baɪt	əːt	

Table showing differences between speech of each informant for story one, story two, and the word list respectively.

Dr. Khaja	Dr. Rani
vɪnd	wɪnd
an	ən
vɪt͡ʃ	wɪt͡ʃ
wəz	wəː

vɛn	wɛn
e	a
agɹiːd	gɹiːd
wən	won
fəs	fəs
suksidɪd	suksidəd
de	di
konsɪdəɹd	konsɪdə
wɪnd	wɪn
hi	di
bət	bʌ
mor	mu
de	də
klosli	klozli
de	di
fold	foːl
hɪs	hɪz
aɾɒʊnd	aɹon
last	lɑst
de	də
ʌp	əp
de	di
dɛn	den
de	di
wɔmli	vɔmli
an	ən
hɪs	hɪz
an	ənd
vəz	wəz
oblaɪd͡ʒd	oblaɪd͡ʒ
tə	tu
də	de
de	di
stɹoŋgər	stɹoŋgə

də	di

Dr. Khaja	Dr. Rani
dɛr	dɜ
vəns	wəns
puːr	pɔ
ʃɛpərd	ʃɛpɑrd
tə	tu
wat͡ʃ	wɒt͡ʃ
hɪs	hɪz
flɑks	floks
de	də
nɛks	neks
fɒɹɪst	foɹɪst
de	di
wən	won
	of
gʌd	gud
sʌm	sum
kʌmpəni	kəmpəni
fə	fɔ
ɛnd	ən
ɒlso	also
hɛv	həv
a	e
de	di
wəlf	olf
wəlf	olf
wɪlɪd͡ʒəz	vɪlɪgəz
rʌʃd	ɹuʃd
fəm	fɹɛm
dɜr	dæ

fʊl	ful
fə	fɔ
ɛn	ən
ov	of
kʊzɪns	kəzɪns
də	di
mətʃ	mutʃ
ɛksakli	ɛgzakli
de	də
ɛnd	and
vəns	wəns
mɔɹ	mɔ
howɛvə	həvɛvə
wəlf	wɒlf
dət	dat
həd	had
de	di
vaz	wəz
frəm	fɹom
frəm	fɹom
udʒuəl	juʒuəl
daɪət	daɪt
of	ofətʃɪkən
tʃɪkn	
ovərkəmɪŋ	owəkəmɪŋ
fær	fʲæ
aktuli	aktʲuli
kəm	kum
	ov
də	di
fɒɹɪst	foɹɪst
an	and
de	di
ʃip	ʃiːp

ɹezɪŋ	ɹesɪŋ
de	di
de	də
of	ov
lɒʊdeɹ	lɒʊdə
də	di
wəɹ	wəː
kʌmɪns	kənvɪns
θəːd	təːd
əwe	awe
ən	an
boðɹ	bodəɹ
əs	us
əgen	agen
de	də
wəlf	wolf

Dr. Khaja	Dr. Rani
baɪga	baɪgən
obeja	obija
bik	bɪg
bɹɔtəpsi	bɹɔtupsi
wəman	wəmɛn
kum mɛs	komɛs
pəɹsə	pəːsən
sowkuja	sokoje
bəd	bəːd

dɒg	dɔg
ɹut	ɾut
dɒgˈa	doglə
bag	bɑːk
kʊt͡ʃuːɾ	kʊt͡ʃʊɹ
bləd	blɛd
gɹiːs	gɹiz
d͡ʒuve	d͡ʒuwe
mako	mɑːko
tɔl	tel
he	hæ
nos	noz
təŋ	toŋ
bɛli	bɪli
zaˈboka	d͡ʒaboka
hiə	hjæ
sliːp	ʃiːp
swɪm	svɪm
wɔk	wok
siːt	sɪt
stan	stand
gɪw	gɪv
waɪz	waɪvz
sta	stɑː
watə	wɒtə
stɔm	stoːn
san	sand
baˈzodiː	bɑːd͡ʒodi
faɪəɹ	fajə
bən	bəːn
gɾiːn	gɹiːn
d͡ʒumbi	jombiː
hʌt	hɔt
kol	kold

rɒʊn	rɒʊnd
waɪzan	wad͡ʒaŋ

Table showing deviations from the Trinidadian English Creole between both informants for story one, story two and the word list.

Dr. Khaja	Dr. Rani
vɪnd	wɪnd
vɪt͡ʃ	wəː
ven	e
e	klok
e	mekɪŋ
klok	hɪs
wən	klok
fəs	konsɪdə
mekɪŋ	di
de	mu
hɪs	klozli
klok	klok
konsɪdəɹd	den
wɪnd	vɔmli
bət	klok
moɾ	ənd
moɾ	wɪnd
de	tu
fold	de
hɪs	
klok	
arɒʊnd	
de	
atɛmt	
de	
de	

hɪs	
klɔk	
de	
wɪnd	
vəz	
de	
də	

Dr. Khaja	Dr. Rani
dɛɹ	dɛɹ
vəns	ʃɛpaɹd
puːɹ	tu
ʃɛpərd	neks
watʃ	foɹɪst
hɪs	gud
flɑks	fɔ
de	e
de	olf
wən	olf
ɛnd	ful
de	fɔ
wəlf	kəzɪns
wəlf	sted
wɪlɪdʒəz	fər
rʌʃd	and
dɛɹ	həvɛvə
ɛn	lukɪŋ
sted	fər
fər	daɪt
mətʃ	ofətʃɪkən
ɛksakli	owəkəmɪŋ
de	and
ɛnd	θrɛtɛn
vəns	ɹesɪŋ

mɔɹ	vilɪd͡ʒ
wəs	
wəlf	
de	
vaz	
lukɪŋ	
fəɹ	
frəm	
ud͡ʒuəl	
aktuli	
kəm	
θɹɛtən	
de	
ɹezɪŋ	
de	
de	
lɒʊdeɹ	
wəɹ	
kʌmɪns	
θəːd	
boðɹ	
de	
wəlf	

Dr. Khaja	Dr. Rani
baɪga	sokoje
obeja	ɾut
bik	blɛd
bɹɔtəpsi	gɹiz
kum mɛs	d͡ʒuwe
pəɹsə	mɑːko
sowkuja	bɪli

dɒɡˡa	d͡ʒaboka
kʊt͡ʃuːɾ	ʃiːp
tɔl	bakənɑl
he	svɪm
nos	wok
təŋ	stand
hiə	waɪvz
ɡɪw	jəbjəb
jəbjəb	sand
watə	bɑːd͡ʒodi
stɔm	kold
faɪəɹ	rɒʊnd
bən	
ɡɾiːn	
d͡ʒumbi	
waɪzan	