

Pidgin Language and the Phenomena of Pidginization in the Second Language Acquisition Process

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Submitted: December 17, 2023

Accepted: January 10, 2024

ABSTRACT

Pidgin is a language which has no native speakers. The structure of the language, in the level of phonology, morphology, syntax and semantics, is as simple as its function as a tool of conveying referential and denotative meaning only. In this research, pidgin was discussed on the perspective of second language acquisition through two related theories; Acculturation Model and Nativization Model. This research used a qualitative approach with descriptive and literature review method. Through this research it was found that Pidgin, with its simple structure, primarily served as a utilitarian tool for trade transactions, conveying referential meanings rather than social distinctions or politeness. In second language acquisition, Pidginization emerged early in the learning process, supported by two theories: the Acculturation Model focusing on language input and social factors, and the Nativization Model considering cognitive dimensions in the learner's language processing.

Keywords: Pidgin language, the structure of language, the function of language, second language acquisition, Acculturation Model, Nativization Model

INTRODUCTION

Sociolinguistic experts categorize languages based on their social status and functions. Holmes (2001) classifies languages into vernacular, standard, lingua franca, and pidgin/creole. Vernacular refers to non-standard languages not used as official languages. In contrast, standard languages are official and prestigious, often used in writing. Lingua franca serves as a communication tool between people with different native languages. Pidgin is a language without native speakers, used for specific purposes like trade, with simpler grammar and phonemic structures. Pidgin evolves into a creole when used as the first language by subsequent generations.

In the context of pidgin languages, the author was interested in discussing them from the perspective of second language acquisition. Hence, this article explored pidgin languages and their connection to the phenomena of pidginization in second language acquisition. It examined how learners, in the early stages, experienced a language simplification process, affecting both sound and grammar, similar to what occurred in pidgin languages. The hypothesis of pidginization was based on John H. Schumann's longitudinal research, focusing on the social and psychological gaps between second language learners and native speakers of the target language.

From the perspective of second language acquisition, the phenomena of pidginization was associated with two theories. The first theory was the Acculturation Model based on Schumann's research, and the second was the Nativization Model (based on cognitive dimensions) proposed by Anderson.

LITERATURE REVIEW

Pidgin is a language without native speakers, emerging when two groups with different languages need to communicate, but a third language (other than their respective group languages) is more dominant. For example, in the 17th and 18th centuries, this pidgin phenomenon appeared among plantation slaves in the Caribbean. West African slaves (who shared the same language) were separated to prevent communication, minimizing the risk of escape or rebellion. In such conditions, they had to communicate, leading to the creation of a new language adapted from their own language and the plantation overseer's language at that time. This language later became known as Pidgin.

In coastal areas, within a multilingual context, Pidgin emerged as a trade language among traders who spoke Portuguese, Spanish, and English with residents who spoke Indian, Chinese, African, and Native American languages. The language's function was limited to a transactional tool, emphasizing speed and fluency, yet capable of expressing and conveying their needs. In other words, the function of Pidgin was more as a means of communication in trade rather than a social status differentiator or a tool for expressing politeness. The word *pidgin* itself, appearing in English in China, means 'business.' In Hebrew, *pidjom* means 'trade' or 'exchange,' also signifying 'paying money,' originating from a combination of two Chinese characters, *péi* and *ts'in*.

However, in the 19th century in Queensland, Australia, Pidgin emerged among contract laborers on rattan and sugar plantations, serving as a lingua franca among them. Pidgin then evolved towards a more specific function, becoming an additional language (from another mastered language) used for specific purposes, such as trade and administrative matters.

Here are some examples of pidgin languages around the world:

1. Trade pidgins in North America, such as French-Siouan pidgin, Algonquian English pidgin, Chileno, Indian-Spanish pidgin, Chinook Jargon, Trader Eskimo pidgin, and Chinese pidgin English.
2. Pidgins in European settlements, like Fanakalo, which emerged from contact between English speakers and Africans, particularly Zulu people, in the Natal province.
3. Pidgins resulting from wars, such as during the American conflicts in Asia (Japan, Vietnam, and Thailand) at the end of World War II, known as Bamboo English.
4. Pidgins due to labor migration, such as Tok Pisin in Papua New Guinea.

Table 1. Classification of Language Types According to Stewart

Attributes				Language Type	Type Symbol
I	II	III	IV		

+	+	+	+/-	Standard	S
+	+	-	+	Classical	C
+	-	+	+	Vernacular	V
+	-	+	-	Creole	K
+	-	-	-	Pidgin	P
-	+	-	+/-	Artificial	A
-	-	-	+/-	Marginal	M

- I : historicity
- II : standardization
- III : vitality
- IV : homogeneity

According to Stewart in Stern (1986), pidgin languages only fulfill one aspect out of four sociohistorical aspects of languages worldwide, namely the aspect of historicity. This means that pidgin languages undergo development through the simplification of phonemes and morphological grammar based on their usage. As for the other three aspects—standardization (a language having codified grammatical and lexical structures formally accepted and learned by its users), vitality (a language having a native speaker community), and homogeneity (the basic grammar and lexicon of a language originating from the pre-stage of the same language)—pidgin languages do not possess them.

Pidgin languages are constructed by two constituent elements, namely the lexifier (superstrate) and substrate. The lexifier is the element that forms the vocabulary of a pidgin language, while the substrate is the element that shapes the grammatical structure of that language. The first element originates from the language contributing the majority of the vocabulary, typically a more prestigious language. Meanwhile, the second element represents a language that significantly influences its grammatical structure, often a vernacular language. In Tok Pisin, for example, 77% of its vocabulary comes from English, the lexifier. Only 11% is derived from Tolai (the local vernacular language), and the remaining 12% comes from other vernacular languages (Holmes: 2001).

The vocabulary of pidgin languages has the following characteristics:
 a. Polysemy

In pidgin languages, a single word can have multiple meanings. For example, in Cameroonian Pidgin English, the word *shado* can mean 'shadow,' 'soul,' or 'reflection.' The word *bif* may signify 'meat' or 'animal.' The term *water* can denote 'lake,' 'river,' 'spring,' or 'tear.' The word *belly* encompasses meanings such as 'stomach,' 'seat,' and 'emotion.' In Tok Pisin, the word *pas* has various meanings, including 'a pass,' 'a letter,' 'a permit,' 'ahead,' 'fast,' 'firmly,' 'to be crowded,' 'tight,' 'to be locked,' and 'shut.'

b. Multifunctionality

Pidgin languages do not distinguish word classes, so one word can occupy two-word classes simultaneously. In Tok Pisin, for example, a single word can serve as both a noun and an adjective. This can be observed in the example of the word *sik* in the sentence *mi sik* has meaning 'I am sick,' and *em i gat bigpela sik* which translates to 'He

has got a terrible disease.' The word *sik* in these two sentences does not differentiate between noun and adjective.

c. Circumlocation

To refer to an object in pidgin languages, excessive words can be used. In Tok Pisin, for instance, *gras bilong fes* refers to 'beard,' *gras bilong hed* refers to 'hair,' and *gras bilong ai* refers to 'eyebrow.' Similarly, *wara bilong skin* refers to 'sweat,' *pinga bilong lek* refers to 'toe,' and *pela bilong op bottle* means 'bottle opener.'

d. Compound Words

Pidgin languages also feature compound words in a simplified phonetic form. For example, in Tok Pisin:

Table 2. Compound Words in Pidgin Languages

<i>big maus</i>	<i>Conceited</i>	<i>big mouth</i>
<i>drai bun</i>	<i>tough, toughness</i>	<i>drybone</i>
<i>tu bel</i>	<i>in two minds, doubting</i>	<i>two belly</i>

e. Gender Markers

Pidgin languages also have gender markers, as seen in Tok Pisin pidgin, for example:

Table 3. Gender Markers in Pidgin Languages

<i>hos man</i>	<i>stallion</i>
<i>hos meri</i>	<i>mare</i>
<i>paul man</i>	<i>rooster</i>
<i>paul meri</i>	<i>hen</i>

f. Reduplication

The form of reduplication (repetition) in pidgin languages involves the repetition of words, as seen in Cameroonian Pidgin, for example:

Table 4. Pidgin Language Reduplication

<i>fain</i>	<i>lovely</i>	<i>fain-fain</i>	<i>really lovely</i>
<i>big</i>	<i>Big</i>	<i>big-big</i>	<i>very big</i>
<i>bos</i>	<i>boast</i>	<i>bos-bos</i>	<i>to becontinually boasting</i>
<i>tok</i>	<i>talk</i>	<i>tok-tok</i>	<i>to talk all time, prolonged talk</i>

The grammar structure of pidgin languages has its own characteristics, including the following:

- a. In Chinese Pidgin English, the tense marker is not in the form of inflections but is expressed by adding the word 'before.' For example, in the sentence 'Before my sellum for ten dolar,' it means 'I sold it ten dollars' (past tense). Meanwhile, in Cameroonian Pidgin English, the tense markers are 'bin' (derived from 'been') and 'don' (derived from 'done'), and in Tok Pisin Pidgin, the marker used is 'finished.'
- b. In Fanakalo Pidgin, the tense marker is in the form of suffixes, as illustrated in the following example:

Table 5. Tense Markers in Pidgin Languages

<i>-ile</i> (kala lampau)	<i>dlala</i>	'to play'	<i>dlalile</i>	<i>played'</i>
<i>-isa</i> (kausatif)	<i>enza</i>	'to do'	<i>enzisa</i>	'cause to be done'
<i>-wa</i> (pasif)	<i>pheka</i>	'to cook'	<i>phekwa</i>	'is cooked'

- c. In Bislama Pidgin, there are two distinct inclusive and exclusive pronouns that do not exist in English. The word *yumi* means 'we' or 'us,' including 'you,' whereas the word *mifala* means 'we' or 'us' and does not include 'you.'

Table 6. Comparison of the Grammar Structure of Tok Pisin Pidgin, Cameroonian Pidgin, and English

<i>English</i>	<i>Tok Pisin</i>	<i>Cameroon</i>
<i>I go</i>	<i>mi go</i>	<i>a go</i>
<i>you go</i>	<i>yu go</i>	<i>yu go</i>
<i>he/she/it goes</i>	<i>em go</i>	<i>i go</i>
<i>we go</i>	<i>yumi/ mipela go</i>	<i>wi go</i>
	<i>yupela go</i>	
<i>they go</i>	<i>ol go</i>	<i>dem go</i>

Therefore, it can be concluded that pidgin languages have the following characteristics, 1) they do not have native speakers, 2) they result from contact between two or more source languages, 3) the majority of vocabulary comes from one language, 4) they have a grammar structure that has been simplified and reduced from the source languages, 5) they tend to have a simple phonological system, 6) they tend to have clear semantic relationships between words and their meanings, 7) they have limited vocabulary but with a wide range of semantic elements, 8) they do not have definite or indefinite articles, 9) they do not have the copula 'to be,' at least in the present tense, 10) tense, aspect, modal, and negation forms are marked outside the verb (often using an adverbial word), and 11) they have very few, or even no, inflectional forms.

RESEARCH METHOD

This research employed a qualitative research approach, combining descriptive and literature review methods. The qualitative approach allowed for an in-depth exploration and understanding of the complex phenomena associated with pidgin languages in the context of second language acquisition. The descriptive method enabled the researcher to provide detailed insights into the characteristics, structures, and functions of pidgin languages. Additionally, the literature review method facilitated the examination of existing scholarly works and theoretical frameworks related to pidginization, contributing to a comprehensive analysis of the subject matter. Through this research methodology, the article aimed to shed light on the intricacies of pidgin languages and their role in the process of acquiring a second language, offering valuable contributions to the field of linguistics and language acquisition studies.

RESULT AND DISCUSSION

In the process of learning a second/foreign language, learners tend to form their own rules. These rules are not the rules of the source language (first language/native language) nor the rules of the target language (the language being learned). Instead, they are the result of the learners' creative construction, where they apply the rules of the language they already know to the target language they are learning. This creative construction is similar to the process of forming pidgin languages, as explained above, which visibly appears as language deviations from the standard rules. These deviations are commonly referred to as language errors.

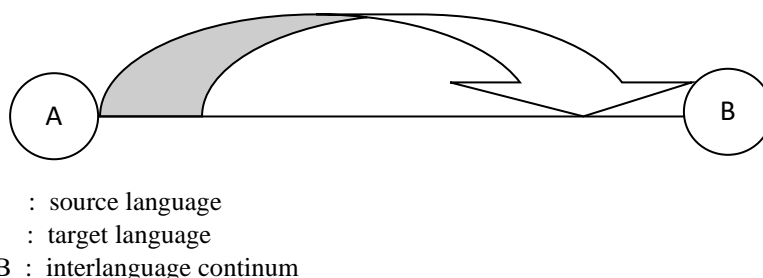


Figure 1. Interlanguage Continuum in Second Language Acquisition

According to Ellis (1991), the main goal of a second language acquisition theory is to describe the characteristics and nature of language found in learners' interlanguage at each stage of its development. Furthermore, Rutherford, as highlighted by Ellis, focuses on what learners acquire, how the acquisition process occurs, when it happens, and why it occurs. In other words, through a theory, we can observe how the process of language learning, understanding, and usage unfolds for learners.

a. Acculturation Model

Schumann, in a longitudinal study conducted on Alberto, a 33-year-old immigrant worker from Costa Rica in America, examined the factors contributing to Alberto's poor acquisition of English as a second language. At least three factors were investigated in the research: ability, age, and social and psychological distance.

The first two factors were proven to have no significant influence on Alberto's language acquisition. It was the last factor that ultimately affected his poor language achievement. Social and psychological distance became a determining element in the Acculturation Model theory proposed by Schumann in 1978 based on his research.

According to Brown in Ellis (1985), acculturation is the process of language learners adapting to a new culture, which is a crucial aspect of second language acquisition since language itself is a manifestation of culture. Brown further argues that language acquisition is influenced by how the language learner community and the target language community mutually understand each other.

In relation to the Acculturation Model, Schumann put forward a premise (1978) as follows: "...second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language." In the perspective of second language acquisition, the level of acculturation of language learners to the target language community will determine their proficiency level in that language.

The Acculturation Model also reveals the phenomenon of pidginization. This occurs when there is a simplification of grammatical structures involving the elimination of morphological inflection forms and the elimination of grammatical transformations. The phenomenon of pidginization arises as a result of the social and psychological distance between language learners and the target language community they are learning.

The following are the characteristics of pidgin language exhibited by Alberto in the acquisition of English as his second language:

1. Using the negation form 'no' to express negative sentences, as found in American Indian Pidgin English (AIPE) and English Worker Pidgin (EWP).
2. Not inverting the sentence structure in interrogative sentences, as observed in Neo-Melanesia Pidgin (N-MP) and EWP.
3. Not using auxiliaries, as in EWP.
4. Using the unmarked form of verbs, as seen in English-Japanese Pidgin (E-JP), AIPE, and EWP.
5. Tending not to use inflection forms to indicate possession, as in AIPE.
6. Omitting pronominal subjects, as in EWP.

If so, what causes the emergence of pidginization as a result of social and psychological distance in second language acquisition? This question was then addressed by Smith (1972) based on three general functions of language: communicative,

integrative, and expressive. The communicative function aims to convey referential meaning and denotative information between the speaker and the listener. The integrative function serves as a marker that the language user is a member of a specific social group. Finally, the expressive function serves as a marker that an individual is a member of a linguistic group, such as an orator, comedian, or poet.

In relation to the above language functions, the emergence of pidginization, according to Smith, is caused by the fact that language use is only functional in the communicative aspect; merely for conveying referential and denotative meanings. This subsequently results in an interlanguage that is simpler and has been reduced for specific purposes. This raises a new question: what causes the restriction of the functions of a language. Martin Joose (1971) states that the limitation of language functions is due to a lack of social familiarity (social solidarity) between the speaker and the listener.

Based on Schumann's research, the following will further explain the social and psychological distance that can affect the second language acquisition of learners.

1. Social Distance

Social distance can occur when a learner, as a member of a social group, interacts with another social group that uses a different language. This social distance involves several sociological factors such as domination, subordination, assimilation, acculturation, preservation, enclosure, size, congruence, and attitude. These factors will be explained in the following table.

Table 7. Social Factors Affecting Learners' Second Language Acquisition

No.	Sociological Factors	Effect
1.	<i>Dominant</i>	Second language learners are politically, culturally, technologically, and economically superior to the target language social group.
2.	<i>Non-dominant</i>	Second language learners are politically, culturally, technologically, and economically on par with the target language social group.
3.	<i>Subordinate</i>	Second language learners are politically, culturally, technologically, and economically inferior to the target language social group.
4.	<i>Assimilation</i>	Second language learners are more flexible in their values and lifestyle and are open to adapting to the values and culture of the target language social group.
5.	<i>Acculturation</i>	Second language learners adapt to the values and lifestyle of the target language social group while maintaining their own values and lifestyle in intergroup interactions.
6.	<i>Preservation</i>	Second language learners reject the values and lifestyle of the target language social group and strive to preserve their own values and cultural patterns.
7.	<i>Enclosure</i>	A condition in which two social groups cannot live together and share common facilities such as schools,

		places of worship, clubs, recreational and artistic facilities, professions, trade, etc.
8.	<i>Cohesiveness</i>	A condition in which members of two social groups can live, work, and socialize well together.
9.	<i>Size</i>	Jumlah populasi kelompok pemelajar bahasa kedua.
10.	<i>Congruence</i>	The population size of the second language learner group.
11.	<i>Attitude</i>	Stereotypes performed by both groups, whether positive or negative.
12.	<i>Intended length of residence</i>	How long second language learners intend to stay in the target language area.

As previously stated by Schumann in relation to the Acculturation Model, the greater the social distance between the two language communities, the more challenging it becomes for members of the learner community to master the target language being studied. The proximity or distance of this social distance is viewed based on the criteria of the language learning environment; whether it is favorable or unfavorable.

A language learning environment is considered unfavorable if it exhibits the following characteristics:

1. When the second language learner group is dominant or subordinate.
2. When both groups aim for the preservation and high enclosure of second language learners.
3. When the second language learner group is not cohesive and large.
4. When both cultures are not congruent.
5. When both groups have negative attitudes toward each other.
6. When the second language learner group intends to stay in the target language area for a short period.

Conversely, in a favorable learning environment, the phenomenon of pidginization is less likely to occur. Characteristics of a good learning environment include the following:

1. When the second language learner group is non-dominant or assimilated.
2. When both groups aim for cohesiveness and low enclosure of second language learners.
3. When the second language learner group is cohesive and large.
4. When both cultures are congruent.
5. When both groups have positive attitudes toward each other.
6. When the second language learner group intends to stay in the target language area for a long time.

2. Psychological Distance

Psychological factors mentioned here are related to the affective aspects of learners concerning language shock, culture shock, motivation, and ego boundaries. These factors will emerge when learners are in a poor learning environment where the phenomenon of pidginization, as explained above, occurs. Language shock is related to

the personal experiences of learners who may feel uncertainty or confusion when using the target language in communication. For example, they may question whether the language they are using is correct or incorrect, and they may feel embarrassed if they make a mistake. This can lead to a sense of powerlessness due to limitations in expressing ideas and feelings in the target language that are not present in their first language.

Culture shock is associated with feelings of disorientation, stress, fear, and anxiety resulting from cultural differences between the language learners and the target language community they are learning. This can lead to the learner experiencing rejection in the form of self-rejection and rejection of the target language community, the organization/company where they work, and possibly even rejection of the culture they have adhered to.

Motivation is related to a learner's desire to improve their knowledge and ability to use the target language. In Schumann's research, it was found that Alberto was not enthusiastic about building relationships with the English-speaking community; he did not even have a television to watch local English broadcasts because he claimed not to understand the language used. However, on the other hand, he preferred to buy a tape recorder to play Spanish-language songs. Even at night, he preferred to work rather than attend evening English classes.

Finally, Alberto had no desire to improve his English because he felt satisfied with the (pidgin) language he had acquired and used so far. With simple English, he could already communicate as needed, and he felt no need for a higher level of language proficiency.

The social and psychological distance experienced by second language learners in an unsupportive (poor) learning environment will affect the quantity of learners' exposure to the target language and their willingness to open up to the language's culture. Both of these factors will determine the presence or absence of the phenomenon of pidginization in second language acquisition.

b. Nativization Model

The pidginization hypothesis by Schumann, as presented above, was further developed by Anderson in Ellis (1985) through the Nativization Model. In contrast to Schumann's Acculturation Model, which examines second language acquisition from two aspects, namely input and language functions used by learners, this model views the phenomenon of pidginization from a cognitive dimension related to the internal language processing mechanisms of learners. This theory gives rise to two opposing cognitive domains in the process of second language acquisition, namely nativization and denativization.

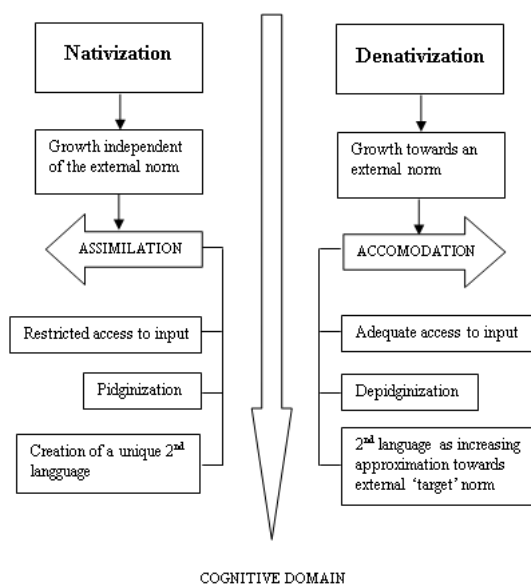


Figure 2. Diagram of the Nativization Model in Second Language Acquisition
 It is adapted from Anderson's Nativization Model in Ellis (1995)

The nativization model involves the assimilation process (see Figure 2) when second language learners tend to use internal norms to respond to language input. In other words, learners will simplify the received language forms by forming hypotheses based on the knowledge acquired previously in their first language. It is within this model that the phenomenon of pidginization occurs. Learners employ a hypothesis formulation strategy in an effort to produce the target language being learned. If the hypothesis is not proven, learners will make language errors (manifested in the form of pidginization). If these errors become permanent and cannot be corrected, it is referred to as fossilization. However, if the hypothesis proves correct, it will be internalized into the learner's linguistic repertoire.

Different from nativization, denativization involves the accommodation process in second language acquisition. Learners tend to use (accommodate) external norms from the target language to respond to language input. In other words, learners will adjust their internal system within the cognitive domain to the language input. Thus, learners will not simplify the received language forms (as in the phenomenon of pidginization) but will attempt to adapt them to the norms of the target language being learned.

CONCLUSION

Pidgin is a language that does not have native speakers. This language arises from the inability of a group of people to communicate using a language understood by everyone. To overcome this issue, they create a new language based on a more dominant language (during the plantation era, the dominant language was that of their overseers) and adapt it to their own language. The structure of Pidgin is simpler, as simple as its function, which is merely a tool for trade transactions. Pidgin is used as a means of

expressing referential and denotative meanings rather than as a tool for distinguishing the social status of its users or expressing politeness.

In the context of second language acquisition, Pidgin emerges as a manifestation of the pidginization phenomena generally found in the early stages of learning a language. This phenomena are supported by research conducted by Schumann on a Costa Rican immigrant and further strengthened by two theories in second language acquisition, namely the Acculturation Model and the Nativization Model. The first model views pidginization based on the perspective of language and social input, while the second model complements it by examining pidginization from the cognitive dimension related to the internal language learning process mechanisms.

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