

Dueling Banjos: Classroom Contrapuntal

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Abstract:- Creole speakers have always been perceived as having less value than Formal Language speakers. “Creoles and creolized varieties of English are associated with low ethnic, social, political, and economic status” (Nero). More recently, poverty and low educational-success rates have been causally tethered to Creole languages. However, there is a vocal minority of linguistic scholars and analysts who are advocating and changing attitudes towards the acceptance of Creole languages. This paper proposes that this embrace ought to be encouraged.

This research aims to answer vital, existing questions in relation to the acceptance of Creole languages in education. The method of data collection will be through the mediums of Questionnaires for both teachers and students, and Interviews for the students. This interview will provide the researcher with information to make valid comparisons between the uses of Creole languages against the use of Formal English in the classroom setting.

Keywords:- Creole, Inferior, Superior, Perception of Creole, Classroom.

I. INTRODUCTION

1.0 – Background

A knowledge and understanding of history is vital if we are to understand ourselves as individuals and if we are to understand our society, our world, and our place in that world. Without such an understanding, we are walking through our days blind-folded. This fact has been established by historians for thousands of years. Regionally, we owe a great debt of gratitude to Eric Williams, Walter Rodney, Ivan Van Sertima, and Orlando Patterson among many others. We should also extend our gratitude to Roth Schumberg and even Walter Scott. One of the ways in which we may express gratitude is simply to read and attend to those that we have mentioned. That having been said, the study of the history of Creole in education institutions at all levels - primary and secondary schools, institutes, trade schools, technical institutes, and universities - is of import.

For the sake of superfluous examination results, educators and administrators have shoved aside the use of Creole as a medium of communication in the classroom. Without a doubt, this abandonment of incorporating Creole in the teaching and learning process is tied to the fact that results at the Caribbean Secondary Education Certificate (CSEC) level has been poor; and since our assessment of academic performance is tethered singularly to exam results,

we opt for leading students away from Creole and choose instead to push them towards the Formal English. Of course, poor examination results are inexorably tied to a lack of facility with the English language. That in itself is a subject for a much larger critical examination than such a study as this would allow.

Students in the Caribbean Region often find themselves in situations at school where they are constantly corrected in their speech, and often stereotyped as unintelligent. Their contributions to class are disregarded because of the use of Creole language to respond to questions. The general public disdains these students' languages because the former have inherited a value system that was forcefully imposed. That system of values inevitably extends to language, and it endures as a persistent hang-over of the colonial enterprise. People in much of the world have been sold on a hierarchy of values which deems that certain ways of behaving and speaking are inferior while other ways are superior. Much of the world has bought in to that hierarchy.

1.1 – Overview

Throughout the world non-standard dialects or languages have long been held in contempt. Those in authority (educational, political, occupational, etc.) look down condescendingly on Creole speakers and chastise their language as being “broken” or “undeveloped.” It is important that the public be made aware of the history and richness of Creoles so that speakers are not subject to ridicule because of their language. Once people are aware of the reasons behind the differences between Formal English and Creole Languages, they are less likely to believe the non-standard variety is “wrong” or “bad English.” Especially in education, students who speak Creole languages have faced significant obstacles. In Siegel's article, “Creoles and Minority Dialects in Education: An Overview,” he quotes Edwards, who states that there is a “vicious circle of prejudice: teachers mistaking language problems of creole-speaking children for stupidity, then stereotyping, and eventually lowering expectations, leading to lower student performance and thus reinforcing the stereotype” (510). Constant correction leads to resentment and eventual silence.

“Although public perception of Creoles throughout the world is one of dismissal and contempt, that perception is beginning to change, not only due to Creole speakers' cultural pride, but also because of an increase in linguistic studies on Creole Languages” (minds.wisconsin.edu). Godley et. al. argue that, “Scientific research on language demonstrates that standard dialects are not linguistically

better by any objective measures; they are socially preferred simply because they are the language varieties used by those who are more powerful and affluent in a society” (30). Creole speakers were clearly lower-class citizens at the time of creation and early evolution of these dialects; and their language, though linguistically equal, was scorned because of their social standing. This social bias against non-standard dialects and Creoles is prevalent today in the Caribbean and the rest of the world as well.

1.2 – Statement of Problem

Contemporaneous circumstances and conditions can only be understood if properly contextualized. Moreover, an understanding of self in society and society in self can only be grasped through historical analysis of the origin of Creole languages. The problem, therefore, remains a historical blind-spot in our education at all levels. Spanish philosopher George Santayana wrote “Those who cannot remember the past are condemned to repeat it” and as Winston Churchill has echoed “Those that fail to learn from history are doomed to repeat it”, a sentiment also expressed by Mohandas Gandhi and Martin Luther King, Junior. The problem: since we have an almost conscious and willful stigmatization of Creole within our educational system, we must find more subtle and less arduous ways to embed in our citizens a sense of (at the very least) Guyanese history. This must be done if we are to establish a sense of self, how that sense of self has become so, and how do we proceed to be civic-minded and cohesive members of society.

1.3 – Significance of Study

This study is significant in multiple ways. It may lead to a basic understanding of how we became to be what and who we are. What and who are the elements that conjoined to make what we call a country, a country. It may give us a sense of self and society that is essential if we are to be grounded citizens of a country.

II. LITERATURE REVIEW

History promotes self-understanding: history of the Creole language needs to be taught to promote self-awareness. Everyone has a heritage which is uniquely his or hers. The cultures of different countries have contributed in one way or the other to the total heritage of mankind. Without enquiry into these historical factors, man will remain a stranger to himself. The knowledge of history of our languages is a part of self-awareness and realization of our environment. This is true in nations as well, and the Caribbean is no exempt from this rule.

In a perfect educational system, all students would be able to achieve academic success regardless of their upbringing. It is a sad fact, however, that “speakers who have inherited nonstandard varieties of plantation English continue to face special literacy barriers in schools, where Standard English proficiency correlates closely with academic success” (Baugh 468). These attitudinal barriers continue to be prevalent in the Caribbean Regions.

The divide between Formal English speakers and Creole speakers is often a divide of race, education, and urban vs. rural living as well (Nero, *Changing Faces* 488). “The vast majority of students who lack Formal English proficiency have fared poorly in our schools; and, unfortunately, they continue to rank among the least capable readers and writers in the country” (Baugh 467). Baugh adds “They too fall prey to misguided linguistic stereotypes that falsely equate their vernacular dialect with diminished intellectual prospects” (Baugh 467). These discrepancies in education can be greatly lessened if policy-makers and educators can help people to reduce discrimination and understand non-standard dialects and languages better, as well as enable students to learn Formal English.

Contiguously, teaching will be more effective if the teacher uses both Formal English and Creole. Code switching then comes automatically or instinctually to use the appropriate register in the appropriate socio-linguistic circumstance. Not so incidentally, information is more easily given and received.

Siegel’s article, “Creoles and Minority Dialects in Education: An Update,” refers to Craig’s data which states that the percentages of students who are able to attend secondary school, much less pass the Caribbean Examination Council in English is a tiny percent of the population (67). This minimal access to secondary education, of course, has an ever greater tidal effect for tertiary education access. Moreover, Craig’s argument holds another import: the small percentage with access to secondary schooling can be further disenfranchised by demeaning the language they use to communicate. For years, people have disparaged Creole Languages, and pushed for its exclusion from schools. There is a heavy price to pay for such exclusionary tactics.

Therefore, this research will benefit not only our students but also Ministry officials, teachers, parents, and the community as a whole.

This research project attempts to answer the following questions:

1. How is Creole perceived in formal educational circumstances?
2. Is Creole incorporated in classroom by teachers? If not, should it be?
3. What are the advantages/disadvantages of incorporating Creole in the classroom?
4. What are the preferences of students regarding Creole versus Formal English as a medium of instruction?
5. What are the potential consequences of dismissing and/or disparaging Creole as a medium of formal instruction?

III. METHODOLOGY

The design for a research project is the plan of how the study will be conducted. It involves thinking about, imagining, and visualizing how the research study will be undertaken (Beiger & Gerlach, 1996). Thus, the research

design for this project is very important for outlining the steps taken in carrying out this research.

According to Beiger and Gerlach, “Researchers must develop procedures that will allow them to conclude confidently that the result they obtained were due to the facts they were studying and not extraneous or irrelevant factors” (1996, p.49). Beiger and Gerlach (1996) also claim that a good research design will help the researcher believe in the validity of the results of the study so that any conclusions about the effectiveness of any new techniques can be made with confidence. One may add that a sound methodological foundation (especially for ground-breaking research) will establish a firm platform upon which future research can be built.

In this chapter, the research design in relation to the methodology was clearly stated. The population, sample, instrumentation, procedure of data collection and data analysis were discussed.

According to Jerry Wellington (2000), methodology “is the activity or business of choosing, reflecting upon, evaluating and justifying the methods used”. The researcher gathered data from the students using mixed method research. The mixed research method consists of both qualitative and quantitative data. This method allows for rich data to be gathered, hence stronger evidence for research conclusions.

The Questionnaire is one of the most widely used tools to collect data. The main objective of the questionnaire in research is to obtain relevant information that is both reliable and valid. Thus the accuracy and consistency of survey/questionnaire forms a significant aspect of research methodology.

3.1 – Research Design

The researcher selected the descriptive questionnaire to complete this study. This design allowed the researcher to make generalizations from a sample population. Descriptive research uses qualitative methods to “describe” a situation, subject, behavior, or phenomenon. It is used to answer questions of who, what, when, where, and how that are necessarily associated with a particular research question or problem. A descriptive survey involves asking the same set of questions (often prepared in the form of a written questionnaire or ability test) of a large number of individuals either by mail, by telephone, or in person. When answers to a set of questions are solicited in person, the research is called an interview (Fraenkel and Wallen, 2006). It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulative variables. Some form of statistical analysis is used to describe the results of the study (Best and Kahn, 2003).

3.2 - Population

Best and Khan (2003) state that a population is any group of individuals that has one or more characteristics in common which are of interest to the researcher. Ary, Jacobs and Sorensen (2010) share a similar view by stipulating that

a population is the large group about which generalization can reasonably be made.

The target population to which the researcher intended to generalize the results was one hundred and four (104) students and ninety six (96) teachers. The accessible sample was fifty two (52) students which were obtained from two (2) Grade 10 classes and forty (48) teachers from five (5) secondary schools. The age ranges of these students were from 14 to 16. They were predominantly from the Afro-Guyanese, Indo-Guyanese, and Mixed ethnicity. Twenty (20) of the students were males and thirty two (32) were females.

3.3 - Sample

Borg (2005) states that a population typically includes too many members to study all of them, so a manageable sample was selected that was representative of the population. Best and Khan (2002) describe a sample as a small portion of the population selected for analysis. They state that sampling makes it possible to draw valid inferences or generalizations on the basis of careful observations or manipulations of variables within a relatively small portion of the population.

The sample used in this study was selected using the simple random sampling technique. According to Valerie J. Easton and John H. McColl (1997) simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual was chosen entirely by chance and each member of the population had an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection.

The participants in this study were chosen from two main categories: (a) students, (b) teachers. The participants in category (a) were representatives from a secondary school. The participants in category (b) were representatives from five different secondary schools. Questionnaires were given out to a total of fifty two (52) students and forty eight (48) teachers. The total population for the research was one hundred (100).

3.4 - Instrumentation

In order to study the population and gather data which will answer the research questions, the most suitable instrument was selected. According to Cohen (2000), “The instrument selected must yield precisely what data you wish to collect”. In order to collect the numerical data required for this research, questionnaires and interviews were used.

Interview schedule and questionnaires are basically the same kind of instrument – a set of questions to be answered by the subject of the study (Fraenkel and Wallen 2006). Questionnaires are research instruments consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are often designed for statistical analysis of the responses. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort

from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data (Fisher et al., 1991).

Further, according to Milne (1999), the standardized responses in questionnaires make them more objective than interviews. Questionnaires ensure that no meaning was added to the questions and that they were neutral in tone. Another advantage that Milne points out is that with questionnaires the potential exists to collect information from large numbers of people, especially if the questionnaire is delivered and responded to in a timely manner.

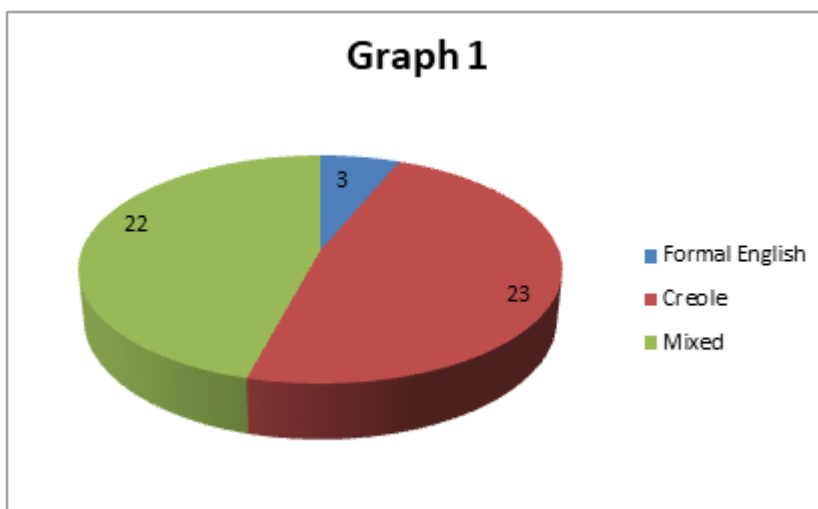
Interviews were conducted orally, and the answers were recorded by the researcher. The advantages of this instrument are that the interviewer can clarify any questions that are obscure and also can ask the respondent to expand on answers that are particularly important or revealing. A significant disadvantage, on the other hand, is that it takes much longer than the questionnaire to complete. Furthermore, the presence of the researcher may inhibit respondents from saying what they really think (Fraenker and Wallen, 2006).

IV. DATA ANALYSIS AND PRESENTATION OF DATA

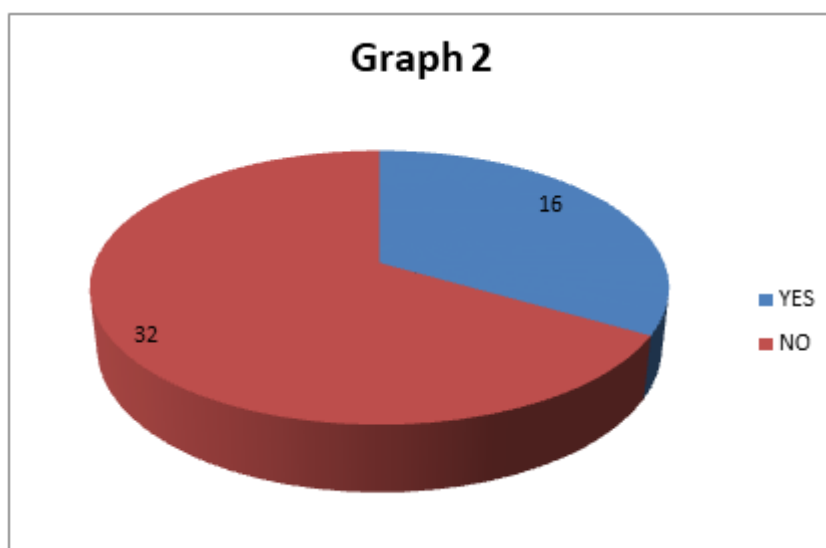
Table 1 shows the responses to questions by teachers from Questionnaire

QUESTIONS	RESPONSES			
1. What is your gender?	Male: 22	Female: 26		
2. What is your age range?	18 – 27: 12	28 – 37: 9	38 – 47: 16	47 and over: 11
3. What subject do you teach?	English: 16	Math: 11	Agri. Sc. 7	Soc. Stu. 14
4. How long have you been teaching?	0-4 years: 11	5-9 years: 14	10-14 years: 15	Over 14 years: 8
5. What is your medium of instruction?	Formal English: 3	Creole: 23	Mixed: 22	
6. Are you comfortable using.....in the classroom?	Formal English: 9	Creole: 39		
7. Do you “correct” students when they use Guyanese Creole in the classroom?	Yes: 16	No: 32		
8. Do you emphasize that Creole is an acceptable language in the classroom?	Yes: 36	No: 12		
9. Do you think Creole should be acceptable as a form of expression in exams such as CSEC?	Yes: 41	No: 7		
10. In speaking with colleagues do you use	Formal English: 2	Creole: 21	Mixed: 25	

The total number of teachers was 48. They ranged from 18 to over 47 years old. This was to ensure that the result from the survey is valid in scope and does not affect the findings. These teachers have been in the teaching profession from one (1) to over fourteen (14 years). 94% of the teachers in question revealed that they prefer using the Creole or a combination of Creole and Formal English language in the classroom since students are more involved and show willingness to participate. 75% of these teachers stated that they are more comfortable using Creole in the classroom while 85% thinks that Creole should be acceptable as a form of expression in formal situations.



Graph 1 shows the proportion of language usage by teachers as their medium of instruction. 94% of teachers revealed that they use either Creole or a mixture of both Creole and Formal English to teach. According to these teachers, this is mainly because students are more comfortable when they are using their mother-tongue.



Graph 2 shows the number of teachers who correct/do not correct students that use Creole in classes. 67% of the teachers surveyed claimed that they do not “correct” students when they use Creole in the classroom. Teachers claimed that they did not want to discriminate.

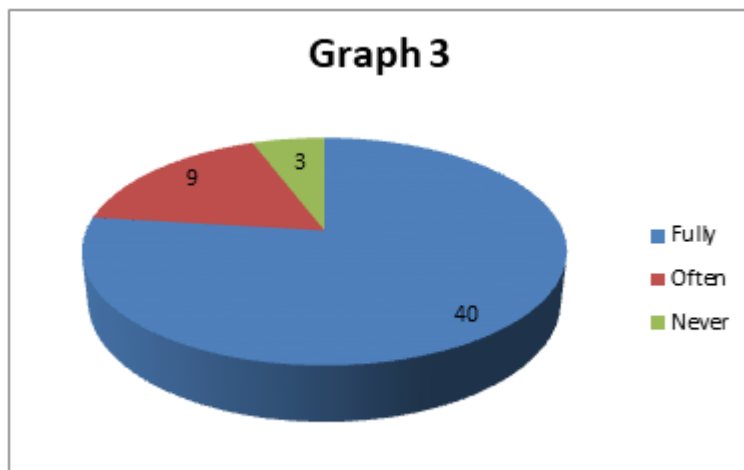
Table 2 shows the responses to questions by students from Questionnaire

QUESTIONS	RESPONSES			
	1. What is your gender?	Male: 20	Female: 32	
2. What is your age range?	14 5	15 17	16 23	17 and over: 7
3. Do you speak Creoles at home?	YES: 46	NO: 6		
4. I am more comfortable speaking?	Formal English: 5	Creole: 39	Both: 8	
5. In the classroom, what language do you speak?	Formal English: 9	Creole: 27	Mixed: 16	
6. Are you comfortable using.....in the classroom?	Formal English: 8	Creole: 44		

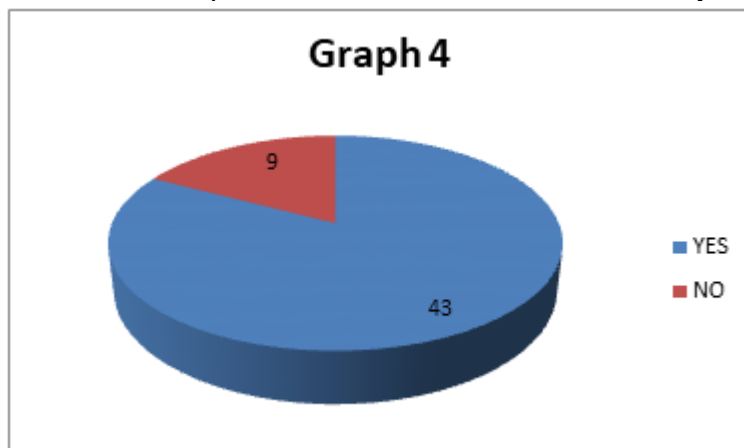
7. Are you “corrected” by teachers when you use Guyanese Creole in the classroom?	Yes: 37	No: 15		
8. How often would you like Creoles to be used in the classroom?	Fully: 40	Often: 9	Never: 3	
9. Do you think Creole should be acceptable as a form of expression in exams such as CSEC?	Yes: 36	No: 16		
10. In speaking with colleagues do you use	Formal English: 2	Creole: 39	Mixed: 11	
11. Do teachers use Creole in the classroom?	YES: 43	NO: 9		
12. Are you ashamed or hesitant to use Creole in the classroom?	YES: 38	NO: 14		

The total number of students was 52. They ranged from 14 to over 17 years old. This was to ensure that the result from the survey is valid in scope and does not affect the findings. 85% of the students in question revealed that they prefer using Creole in the classroom since they are more involved and willing to participate. 69% of students surveyed think that Creole should be acceptable as a form of expression in formal situations.

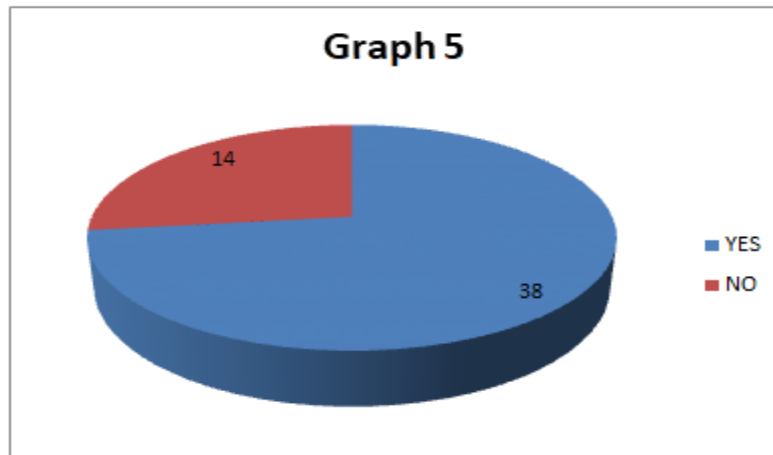
Graph 3 shows the number of students who use/do not use Creole at home. It is evident that Creole is the dominant language used by students. From data collected it was seen that 77% of students interviewed speak Creole exclusively at home while a mere 5% claimed that they never speak Creole.



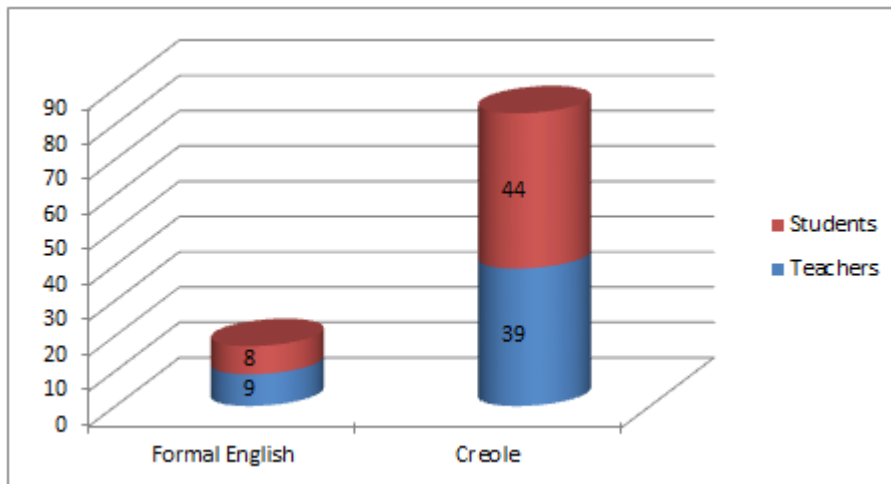
Graph 4 demonstrates students’ preferred medium of instruction in the classroom. From data collected it was observed that 83% of students interviewed preferred Creole as a medium of instruction by teachers.



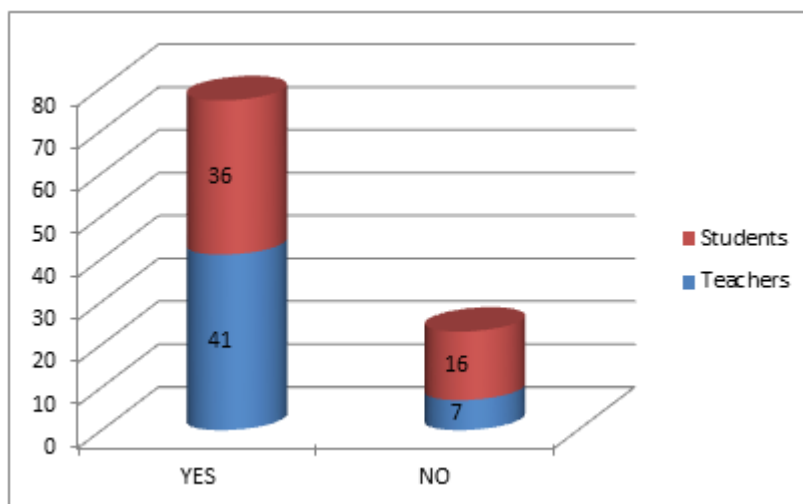
Graph 5 demonstrates the number of students who are ashamed or hesitant to use Creole in the classroom. 73% of students claimed that they are ashamed of using Creole in the classroom since they are embarrassed by colleagues and teachers. As a result, they prefer to remain silent and participate less in classroom activities which involve verbal answers.



COMPARISON OF DATA



Graph 6 shows the degree of comfort for Creole and English use by teachers and students, respectively. 85% of students and 81% of teachers revealed that they are more comfortable using Creole compared to a mere 15% of students and 18% of teachers who claimed that they prefer using the Formal English overall.



Graph 7 shows the acceptance levels of students and teachers regarding whether Creole/English should be acceptable in examinations.

Table 3 shows the Creole features present in students' speech. This data was obtained from an Interview.

Feature	Form	Corresponding Standard English Form
Zero Copula if predicate is an adjective	She eating He writing	She is eating. He is writing.
Zero inflection for subject verb agreement	She tell me everything Miss Tracy write on the chalkboard	She tells me everything. Miss Tracy writes on the chalkboard.
Zero inflection for tense	Yesterday I walk to the market My mother cook curry chicken this morning	Yesterday I walked to the market My mother cooked curried chicken this morning.
Zero use of passive structure	Beef selling today My book will sign tomorrow	Beef is being sold today (present progressive). My book will be signed tomorrow (future 'will')
Use of does (unstressed) to indicate any habitual action with any person or number.	He does walk to school everyday He does play too much	He walks to school every day. He plays too much.
Zero inflection for plurals if plurality already indicated	My mother work two job My father ride two mile daily	My mother works two jobs. My father rides two miles daily
Zero markings for possession.	This is John pencil That is Mary bag	This is John's pencil That is Mary's bag

V. DISCUSSION

It is evident that Creole languages are used in school by both teachers and students. Teachers tend to be conscious of their adjustments by moving from the basilectal towards the mesolect. This attempt is not always successful. For instance, in spite of their best conscious efforts tended to use creole forms like zero copula and zero inflection and zero plural morphemes. Students are in the process of psychological and linguistic adjustment, and were more readily responsive in Creole. It ought to be remembered that most often teachers are from the same or similar socio-linguistic environments as the students they now teach. The most effective teachers use this to their advantage. For example, they use Creole to convey certain concepts that are more difficult for students to grasp if those concepts are conveyed in Formal English. In repeating the concept, the more effective teachers move closer to Formal English.

From the questionnaires and interviews, it was discerned that the preferred medium of instruction and response was Creole languages. This preference for instruction in the Mother Tongue is well placed, and it need not come at the expense of learning Formal English. The majority also agree that Creole should not only be the

medium of educational instruction but also that examination and other performance measuring tools ought to be in Creole. Indeed, the Caribbean Examinations Council has already made initial steps in this direction by having works by West Indian writers in the curriculum. However, more often than not the use of Creole in literary works is restricted to dialogue, Brathwaite and Selvon notwithstanding.

Teachers of English, either by design or by imperative, have already begun to use Creole in the classroom. They use samples of West Indian writers in the class and have found that class discussions of such works yielded greater absorption rates as well richer and more intense involvement on the part of students. There was also a sense of fun, so necessary for the creation of a relaxed learning environment.

Teachers reveal in the interviews and survey that they tended to use the scheduled Guidance Sessions to conduct discussions in Creole. They tended to underline the idea that Creole is a valid means of communication and is not to be perceived as inferior to Formal English. At the same time, they stressed the idea of appropriateness of register depending on the socio-linguistic circumstance. This is a useful technique since it counteracts the stigmatization of Creole and its speakers while instilling a sense of

confidence. Such an assurance will provide a psychological boost to learning across the board.

Teachers revealed that out-of-class meetings with colleagues are done almost entirely in Creole. However, there are unconscious adjustments with change of topics. For instance, when they make fun of the head of school or when they tell “jumbie stories”, the conversation is done in Creole. However, if one of their university lecturers, say, joins the group, the conversation is much more close to Formal English.

Students revealed that when they are disparaged by teachers or fellow students, they feel a deep sense of shame and resentment. They are then much less willing to participate in discussions or other activities that require verbal responses. They withdraw by being silent. Even when they are prodded to speak, they do so haltingly and unwillingly. The overall impact of education is obvious and leads to other behavioral problems, truancy and absenteeism.

VI. CONCLUSION

In formal situations, the use of Creole has been frowned upon historically. The classroom is no different, but the penalties for conscious or unconscious coercion can have deleterious behavioral consequences on students. In spite of this historical bias, Creole is so central to the life of both teachers and students that it is inevitably used in the classroom. There are undeniable benefits to having Creole be given policy validity since students will be more motivated and willing to participate with confidence. Ironically, the resulting self-confidence in students can well have a positive impact on the learning of formal English and other subjects. Since teachers themselves admit to being more comfortable using Creole, it follows that the entire educational enterprise stands to gain by formalizing through policy the use of Creole in classrooms.

IMPLICATIONS

1. The first, and maybe the most vital implication of this fetal research project is this realization: That there needs to be an ubiquitous recognition and acknowledgement that language is bound inextricably to culture and history. Language—including Creoles—does not exist in a vacuum.
2. The need for comprehensive research is both necessary and urgent, and the findings of such research ought to be a guide to Regional and National Policy *vis a vis* Creole and its place in our education system.
3. Students are more comfortable using Creole languages to communicate. If Caribbean Creole is not deemed to be acceptable in classrooms and examinations, that can have a deleterious effect not only on the psychological well-being of individual students, but also on the nation itself.
4. On the other hand, the use and official acceptance of Creoles across the educational spectrum can be an important motivational boost. A sense of self-worth is the foundation upon which futures are built.

5. The use and acceptance of Creoles in educational circumstances will lead to self-confidence. This self-assurance will almost inevitably cross over to the learning and use of formal English as well as other educational disciplines.

RECOMMENDATIONS

1. English-speaking Caribbean countries should arrive at a policy regarding the use and acceptance of Creole as a valid means of expression in educational circumstances.
2. There ought to be clearly articulated guidelines regarding when Creoles is appropriate and when not.
3. Teachers at all levels should be made to be aware of the socio-cultural implications of language. Teachers must be trained to respond appropriately to Creole speakers within the classroom.

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APPENDICES

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

As a final year student at the University of Guyana, I am required to conduct a research which may aid the improvement of education for all Guyana. As a result, I have decided to undertake the "Dueling Banjos: Classroom Contrapuntal".

Please take a moment to complete the following survey. The information you provide will help educational stakeholders to make informed decisions to improve educational management in all schools across Guyana.

The responses you provide are meaningful to the success of this study. Your responses will be kept confidential and anonymous. Your participation in this survey is optional.

Yours Sincerely,

.....

Ashwannie Harripersaud

QUESTIONNAIRE

1. What is your gender?

Male

Female

Other

2. What is your age range?

18 - 27

28 - 37

38 – 47

47 and over

3. What subject do you teach?

.....

4. How long have you been teaching?

0-4 years

5-9 years

10-14 years

Over 14 years

5. What is your medium of instruction?

Formal English Creole Mixed

6. Are you comfortable using.....in the classroom?

Formal English Creole

7. Do you “correct” students when they use Guyanese Creole in the classroom?

Yes No

8. Do you emphasize that Creole is an acceptable language in the classroom?

Yes No

If no, Why not?

.....
.....

9. Do you think Creole should be acceptable as a form of expression in exams such as CSEC?

Yes No

10. In speaking with colleagues do you use

Formal English Creole Mixed

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

As a final year student at the University of Guyana, I am required to conduct a research which may aid the improvement of education for all Guyana. As a result, I have decided to undertake the “Dueling Banjos: Classroom Contrapuntal”.

Please take a moment to complete the following survey. The information you provide will help educational stakeholders to make informed decisions to improve educational management in all schools across Guyana.

The responses you provide are meaningful to the success of this study. Your responses will be kept confidential and anonymous. Your participation in this survey is optional.

Yours Sincerely,

.....

Ashwannie Harripersaud

QUESTIONNAIRE

1. What is your gender?

Male

Female

2. What is your age range?

14

15

16

17 and over

3. Do you speak Creoles at home?

YES

NO

4. I am more comfortable speaking?

Formal English

Creole

Both

5. In the classroom, what language do you speak?

Formal English

Creole

Mixed

6. Are you comfortable using.....in the classroom?

Formal English Creole

7. Are you “corrected” by teachers when you use Guyanese Creole in the classroom?

Yes No

8. How often would you like Creoles to be used in the classroom?

Fully Often Never

9. Do you think Creole should be acceptable as a form of expression in exams such as CSEC??

Yes No

10. In speaking with colleagues do you use

Formal English Creole Mixed

11. Do teachers use Creole in the classroom?

Fully Often Never

12. Are you ashamed or hesitant to use Creole in the classroom?

Yes No

If yes, Why?

.....
.....