CHAPTER II

REVIEW OF LITERATURE, CONCEPT AND THEORITICAL FRAMEWORK

2.1. Review of Literature

In the review of literatures there are three papers and two journals that have been chosen for comparative study.

Based on the paper written by Yakop (2008) with the title “The Analysis of Pidgin Language Used by Art Shop Attendants in Kuta” that his paper describes about a pidgin language occur in Kuta especially the sentences expressed by the vendors themselves, from the analysis the vendors cannot use a standard language based on the grammatical point of view, for example: "come here, free for buying sir", "Tomorrow, again come", so that the sentence are wrong based on the standard language. The weakness of this thesis found in his Theory. He just provides one theory in his thesis. The strength of this thesis found in deep and clear analysis of language used by art shop attendants.

The second study was enclosed from Putra (2007) in his paper entitled "Pidginized English in Sukawati Art Market", also address the local trader condition at the place. Most of the vendors cannot use the standard language when handling guest in their activities. It seemed from the analysis that used 100 vendors as the data taking sources. The trades at Sukawati art market did not get the formal education of English language after Junior High School or Senior High School only a few of them are
learning English by taking course. In addition the education factor that made the piginized English existence at Sukawati. Some spoken expression at the market such as: "this cloths nice" "T-Shirt, Sir" etc.

The third study was enclosed from Widiastutik (2000) in Language Function Used By Tourist Police at Kuta Tourism Area. This study concerned with the study of English functions in relation to the people who use it, especially the tourist police. The discussion in this study actually limited to the ability of the tourist police in expressing these functions to a very simple language. The analysis does not account for the accuracy level of the language function used. However, formality of the expression is taken into account in order to see the fluency of the tourist police in communicating with tourists. Widiastutik is not concerned with the pidginized English. The findings show that the tourist police are able to express and to use the English functions associated to the situations they are at, and whom they are speak.

This study also enclosed from international journal. First journal was taken from Nordic Journal of African Studies by Inhere (volume 1010 (3), 2006) entitled “A Basic Description and Analytic Treatment Noun Clauses in Nigerian Pidgin”. It presents descriptions and analyses of noun clauses in Nigerian Pidgin English as spoken in the Southern Nigerian city of Port Harcourt. It shown that in Nigerian Pidgin noun clauses may optionally begin with the noun clause introducer ‘se’. This is the only morphological marking device, which distinguishes noun clauses from other clauses. Additionally, noun clauses in the language occur in one of two syntactic positions following the verb of their super-ordinate clause: the object position or the object position. Since there is little or no
evidence in Nigerian Pidgin to make a case for the existence of categories like the “copular, adjective, or intransitive verb”. Unfortunately, this international journal, this international journal did not discuss about the function of conversation.

The second international journal was taken from George Echu from University of Yaounde I entitled “influence of Cameroon Pidgin English on the Linguistic and Culturally Development of the French Language” (2003). This paper focused on the influence of Cameroon Pidgin English (CPE) on the linguistic and cultural development of the French language. Various studies carried out on the French language in Cameroon reveal the presence of CPE loans not only in spoken French but also in local Cameroonian newspapers, and literary works. The rapid expansion of CPE as a lingua franca in Cameroon undoubtedly has an important role to play in this process, given the gradual appropriation of this language by Francophone Cameroonians. The study is divided into four main parts. The first part surveys the language situation in Cameroon, shedding light on the multilingual nature of the country as well as on the place of French and CPE. The second part is a presentation of the methodology and corpus used for the work, while the third part probes into the semantic and cultural value of CPE loans.

After reviewing the three papers and two international journals above, that the data was compared with mine in the same topic entitled "Pidgin English". Ubud is place where the data will collected with the art shop as my research object; the research will focus on the Standard English and grammatical used by the art shop attendants themselves. There are more than 45 art shop attendants at Ubud, and 15 of them are
taken as samples. Most of the art shop attendants are graduates of basic education such as junior to senior high school only.

2.2 Concept

In this study the main theory is taken from Mulhausler (1986) Pidgin and Creole Linguistics. There are some concepts that will be explained here as follow;

2.2.1 The Concept of Pidgin language

A pidgin is a simplified language where the need to communicate forces users to create a functional language.

According to Holmes (2001: 81) a pidgin is "a language which has no native speakers.." but he also said that pidgins "seem particularly likely to arise when two groups with different languages are communicating in a situation where there is a third dominant language." Whinnom (1971) gives the following condition as a requirement for a pidgin to emerge:

...a pidgin always arises from a situation involving a target language and two or more substrate languages, where the socially superior target language is sufficiently inaccessible to the substrate speakers that there is little motivation to improve performance and where a defective version of language can he functionally adequate.

Whinnom (1971: 35)
2.2.2 Pidgin Language

The research conducted in this case is based upon Pidgin as the sociolinguistic study, and the topic was discussed based on the theories, proposed by Wardhaugh (1986), Todd (in Wardhaugh, 1986), Randolph Quirk (1973), and Holmes (1992).

Wardhaugh (1986: 157) states that a pidgin arises from the simplification of language when that language comes to dominate groups of speakers separated from each other by language differences. At the same time, it is regarded as a "reduced" variety of a "normal" language, considerable phonological variation, and an admixture of local vocabulary to meet the special needs of the contact groups. Todd (in Wardhaugh, 1986: 74) proposed that people know the vocabularies, of different languages but use a kind of common grammar in speaking them so that when they come across a new language they employ the "new" vocabulary in the "old" grammatical frame work and manage to make themselves understand. Besides that the theory is also supported by Holmes (1992: 81) she states that the pidgin is a language which has no native speakers, it is developed as a means of communication among people who do not have common language and seems particularly likely to arise when two groups with different languages are communicating hi a situation where there is also a third dominant language.

In the nineteenth century, the people were deliberately separated from others when they used the same tribal language so as to reduce the risk of their plotting to escape or rebel (Holmes, 1992: 90). Holmes order to communicate with each others,
as well as with their overseers, they developed a pidgins based on the language of the plantation bosses as well as their own languages. The multilingual context on sea-coasts that the pidgin developed as the trade language of the vendors which is used as colonial language such as Portuguese, or Spanish, or English, and the Indians, Chinese, Africans or America Indians that they were trading with. In fact that shows, many of the meaning which have been suggested for the word pidgin reflect its use as a means of the trader's communication It may derive from the word business as pronounced in the pidgin English which developed in China, or perhaps from Hebrew pidgin meaning 'trade or exchange', or perhaps, from the combination of two Chinese characters and to 'in meaning 'paying money (Holmes, 1992: 90).

Generally, the pidgins develop with a narrow range of function. Those who use them have other languages too, so the pidgin is in an addition to their linguistic repertoire used for a specific purpose, such as trade. Because pidgins develop to serve a very narrow range of function in a very restricted set of domains, besides they tend to have the simple structure and a smaller vocabulary that compared with fully developed languages. Words generally do not have the inflections, as in English, to mark the plural, or to signal the tense of the verb.

It is possible helpful to bring together some characteristic of pidgins which distinguish them from other types of variety and variety-mixture (Hudson, 1980:65).

1) A pidgin based on variety X is not just an example of 'bad X', as one might describe the unsuccessful attempt of an individual foreigner to learn X.
2) A pidgin is not simple the result of heavy borrowing from one variety into another, since there is no pre-existing variety into which items may be borrowed.

3) A pidgin, unlike ordinary languages, has no native speakers, which is a consequence of the fact that it is used only for communication between members of different communities where no ordinary variety is available as a link.

In the selling activities, the pidgin usually disappears when trade between the groups dies out in some cases, however, pidgins go on to develop into fully fledged languages or Creoles. A Creole is a pidgin has acquired native speakers (Holmes, 1992: 95). But like a pidgin, a Creole has no simple relationship to the usually standardized language with which it is associated. It was learned by the children as their first language and is usually used in a wide range of domains, besides those Creoles also differ from pidgin in then: functions, in their structure and some cases in the attitudes expressed towards them.

In multilingual speech communities, the people may use the pidgin so extensively during the activities such as: in the market, at church, and on public transport, because it becomes normal for them to use those languages at home too. In this case, children are also often using that language and h will develop into Creole. The example of the process of creolisation can be seen in the situation that occurs in West Africa (Tood, 1984: 4). As far as West Africa is concerned, creolisation was forced on many Africans because of the Slave Trade. In this way Creoles became the mother tongues of millions in Africans which are transported to the New World.
There are few linguistic distinctions between a stabilized pidgin and a Creole, though it is likely that a Creole, as a mother tongue, has a larger vocabulary, a greater stylistic range and that it is spoken more quickly. Even where a stable pidgin becomes of the mother tongues of a group of people, it does not have fulfilled all the linguistic purposes that a Creole must for a monolingual community.

2.2.3 Pidginisation

Pidginisation is a process of simplification that reduces irregularities in a language and is a natural consequence of contact between people who speak different language or different varieties of the same language (Todd, 1984: 12). The extent of linguistic simplification that occurs between speakers of mutually intelligible dialects of English is much less dramatic than the simplification that occurs in contacts between English speakers and speakers of unrelated languages, but the inspiration for both types of simplification is the same, namely the need for unambiguous communication.

A rudimentary pidgin can involve extremely quickly, sometimes in matter of hours. Weinrich (Todd, 1984: 12) states:

"If co-operation is a pressing necessity everyone will soon learn enough of the man's language to establish communication even if the mediums in contact have no genetic ties or synchronic of any sort".

Such a makeshift pidgin has a very limited vocabulary and communication is facilitated. By mime, gesture and frequent repetition, with the contactors almost
certainly speaking at the top of their voices, adding an occasional vowel and possibly introducing non-English but widely occurring words. If the contact is sustained but keeps its non-intimate character, the Pidgin English begins to stabilize and evince some or all of the following features. Speakers of the pidgin will use the phonologies of their individual mother-tongue.

The differences between mother tongue English and the pidgins based on it can be attributed to interference and to the process of simplification. Interference from the learner's mother tongue can be seen in two ways. He may introduce into the pidgin features that occur in his mother tongue out not in Standard English The pidgin features which can be ascribed to simplification may come from either or both parties involved in the contact. Like children acquiring English, pidgin speakers often over generalize the rule, but where as children learn their English in a society with a ready-made communication system, pidgin speakers have to invent a language for a community which has just come into being.

2.3. Theoretical Framework

In this paper, some reference theories which are relevant were used. To clarify the course of the research to be carried out, they need to develop a framework of thinking about the conception stages of theoretical research. In this study the main theory is taken from Mulhausler (1986) Pidgin and Creole Linguistics.
2.3.1 Language, Code and Variety

Languages cannot be separated from people. We shall pay attention to the people who created them, for languages cannot be studied in isolation from the people. And the better we learn the language, the closer we come to its user because languages is the means by which we all express our understanding of and attitude towards, our individual universe.

In order to ease our discussion in the next chapter, we confined ourselves to only three ideas about languages. Languages are purely human and non-instinctive method of communication ideas, emotions and desires by means of vocabulary that produces symbols (Lyons, 1981: 3). Bloch and Trader in Lyons (1981: 4) define languages as a system of arbitrary vocal symbols by means of which a social group cooperate (Lyons, 1981: 4). In quite same view, hall states that language is the institution where' by human communicates and interacts with each other by means of habitually oral-auditory arbitrary symbol (Lyons, 1981: 4).

Languages or a variety of a language can be said as code as well (Wardaugh, 1984: 88). The term 'code' can be used to refer to any kind of system that two or more people employ for communication. He clarifies that the particular dialect or language one chose to us on any occasion is a code, a system used for communication between two or more parties. People may select a particular variety or code because it makes it easier to discuss a particular topic, regardless to where they are speaking. Particular
topics may regularly be discussed in one code rather than another, regardless of the setting or addresses (Holmes, 1992: 29).

Any or all of them may be relevant in accounting for the choice of variety or code in a particular situation. The social distance dimension is relevant how well do they know each other? Are they strangers, friend, or brothers? The status relationship between people may be relevant in selecting the appropriate code. Social role may also be important and is often a factor contributing to status differences between people. The same person may be spoken to in a different code depending on whether they are acting as a teacher, as a father or as customer or trader in the market place. Features of the setting and the dimensions of formality may also be important in selecting an appropriate code or variety. Another relevant factor is function or goal of the interaction.

2.3.1.1 Standard Languages

According to (Holmes, 1992: 83), generally, a standard variety is variety which is written, and has undergone some degrees of regularization or codification, for example in a Grammar and in Dictionary. Dictionary writers have to decide which words to be Included in the dictionary as part of the standard variety, which forms to mark as dialectal variety and which is omitted altogether. They generally take the usage of educated and socially prestigious members of the community as their criterion.
Standard languages (in this case Standard English) are the only kind of variety which would be counted as a 'proper language' (Hudson, 198032). It is the result of direct and deliberate intervention by society. This intervention is called standardization it produces a standard language where before they were just 'dialects' (i.e, non-standard varieties).

Standard Language will have passed through the four following processes (Hudson, 1980: 33)

a. Selection

One variety can be considered as a standard language, if it passed the selection. It may be an existing variety, such as the one used in important political or commercial center, but it could be an amalgam of variety. The choice is matter of great social and political importance, as the chosen variety necessarily gains prestige and so the people who already speak it share in this prestige. However, in some cases, the chosen variety has been one with no native speakers at all, for instance, Bahasa Indonesia (a newly created language) in Indonesia.

b. Codification

Some agency such as an academy must have written dictionaries and grammar books to fix the variety, so that everyone agrees on what is correct. Once, codification has taken place, it becomes necessary for any ambitious citizen to learn the correct forms and not to use in writing any 'incorrect' form he may have In his variety, which may take literally years of child's school career.
c. Elaboration of Function

It must be possible to use the selected variety in all the function associated with central governmental and with writing, for example in law courts, educational and scientific document of all kinds, require extra linguistic item to be added to the variety, especially technical words, but it also necessary to develop new convention for using existing forms, how to formulate examination questions, how to write letters and so on.

d. Acceptance

The variety has to be accepted by the relevant population as the variety of the community usually as the national language. Standard language has colloquial as well as formal variants and Standard English speaker's uses as much as others.

Historically, the standard variety of English is based on the London dialect of English. This dialect became the one preferred by the educated, and it was developed and promoted as a model or norm, for wider and wider segments of society. Trudgill in Wardaugh (1986: 31) launched his ideas that Standard English is that variety of English which is usually used in print, and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcast and other similar situations.
2.3.1.2 Pidginized English

The pidginized English is specially constructed to suit the needs of its users, which means that it has the terminology and construction needed in whatever kinds of contact which normally arise between the communities but need not go beyond these demands to anticipate the odd occasion in which other kinds of situation arise. If the contacts concerned are restricted to the buying and selling of cattle, then only linguistic items related are needed, so there will be no way of talking the quality of vegetables or the emotions, any of the many other things about which one can talk in any normal language.

As has been mentioned above that a pidgin arises from the simplification of a language when that language come to dominate group of speakers separated from each other by the differences of language. This hypothesis partially explains not only the origin of pidgins in slave societies, in which the slaves were deliberately drawn from a variety of language backgrounds, but also their origin on sea coasts, where a variety of languages might be spoken but the language of trade is pidgin (Wardhaugh, 1986: 58).

A common view of a pidginized variety of a language, in this case, Pidgin English is that it is some kind of 'bad' English that is, English that is imperfectly learned and therefore no possible interest. Consequently, those who speak a pidgin are likely to be regarded as deficient in some way, socially and culturally, and sometimes even cognitively. Such a view is quite unable. Pidgins are not a kind of
"baby-talk" used among adults because 'simplified' forms are the 'best; that such people can manage: pidgins have their own special rules, and, as we shall see, very different pidgins have a number of similarities which raise important theoretical issues having to do both with the kind of origin we have so far ascribed to them and with the human capacity for language acquisition.

The case seems to be not quite far apart from what happens in English when other foreign languages are discussed. Educational backgrounds, experience, type of job and frequency of contacts contribute to the development of a 'variety' language the locals may use. In Ubud Art Shops where the research was conducted, the contacts between the locals and foreigners which are very frequent, have contributed to the development of a pidginized variety of English. This variety of English, is mainly the spoken form, develops among those who acquire the language by picking expressions from foreigners or by sheer translation from Indonesian, or even Balinese, into English.

Pidgins are typically used for quite specific functions like buying and selling grain, or animal hides, rather than so signal social distinction or express politeness. Consequently the structure of a pidgin is generally no more complicated than it needs to be expressing these functions. Nobody uses a pidgin as a means of group identification, or to express social distance, and so there is no pressure to maintain referentially redundant features of a language or complicated pronunciations whose main purpose is to signal how well educated you are.
Pidgin languages tend to reduce grammatical signals to a minimum. This makes them easier to learn and to be used by the speaker, although it puts a greater burden on the listener. In other respect, pidgins are difficult for the learner, since they tend to be full of structural irregularities. The vocabulary needed for pidgins as a trade language is very small compared to the vocabulary of a fullyfledged language. For a pidgin language which is used only for trade, a few hundred words are sufficient. But, as in fully developed languages, one forms my do a great deal of work.

One additional point is worth stressing. A language like English often has complicated phonological relationship between words (or morphemes, the small bits of meaning in words) that are closely related, e.g., the first vowel in type and typical, the c in space and spacious, and the different sounds of the 'plural' ending in cats, dogs and boxes, such variation is not found in pidgins but the development of such variation become one characteristic of creolization, the process by which a pidgin become a Creole.

2.3.1.3 **Simplification of Pronunciation**

Thousand of a pidgin is likely to be fewer and less complicated in their possible arrangements than those of the corresponding standard language. For example, Neo-Melanesian makes use of only the basic vowels and also has fewer consonant than English. There are not possible between words like it and eat, or pin and fit, or sip, ship and chip; the necessary vowel and consonant distinctions
(contrast, are not present. While the number of sounds used in pidgins may be smaller than in the corresponding standard languages, they also tend to ‘vary’ more as to their precise quality.

One additional point is worth stressing. A language like English often has complicated phonological relationship between words or morphemes, the small bits of meaning in words that are closely related, e.g., the first vowel in type and typical, the c in space and spacious, and the different sounds of ‘plural’ ending in bats, dogs, and boxes. Such variation not found in pidgins, but the development of such variation may be one characteristic of creolization, the process by which a pidgin becomes a Creole.

2.3.1.4 Simplification of Grammatical

In this sub category, pidgin will be classified into two parts such as inflection and grammatical. In pidgins, there is almost a complete lack of inflection in nouns, pronouns, verbs and adjectives. Nouns are not marked for number and gender, and verbs lack tense markers. We should not be surprised that there is such a complete reduction of inflection in pidgins. Differences between one book-two books, his bakes-he liked, and long-longer are quite expendable. No one seems to have any interest in maintaining them, and alternative ways are found to express the same concept of number, time, and comparison. In contrast, we should note how important inflectional endings and are in a large like English, particularity irregular one such as go-went, good-better, and drank, drank, drunk. Pidgins do comfortably without inflections, but it is not surprising that some people view absence as a sign of
deficiency and inferiority in both languages and speakers in much the same way as they view acquisition of a set which is dispreferred (Wardaugh, 1986:65)

2.3.2 Art Market Vendors

Art market vendors are an entry-level position in retail. Art market vendors are employed in a range of stores and usually work as part of a wider sales team. All are expected to be good communicators, have a smart appearance and be helpful and friendly. There is no set entry requirement to becoming art market vendors. The role is a junior position in which little previous experience is required. According to the Bureau of Labor Statistics, employers prefer those with a high school diploma. New art market vendors will be given some form of training when they begin work, usually in the form of shadowing a more experienced employee.

Ubud is a famous tourist area in Bali. Like other tourist attractions in Bali, at Ubud there are also many vendors who sell various kinds of handicraft products. This is where art market vendors are needed who can communicate and interact directly with the foreigners. There are 48 stores in Ubud scattered around the park and the main area. Each store typically has two to three art market vendors.
2.3.3 Pidgin English in Positive, Negative Forms and Interrogative Forms

2.3.3.1 Pidgin English in Positive Forms

Statements, or so called declarative sentences, are sentences in which the subject is always present and generally precede the verb (Quirk and Greenbaum, 1973: 191). They exemplify their ideas by:

Sasa will speak to the owner today.

Other definition is proposed by Quirk and Greenbaum (1973: 191), which is referred to as an imperative sentence. They state that imperative sentences are sentences which have no overt grammatical subject, and the verb is in the imperative. The most common category of imperative that differs from a statement has the following features:

a. *It has no subject*

b. *It has an imperative finite verb*

In this case, the simple forms of verbs are used regardless of person or tense. The imperative sentence ends with a period in writing and a drop it pitch of speech.

2.3.3.1.1 Positive Statements

However in this discussion, we are talking about positive statement or declarative sentence related to pidginize English in Ubud Art Market. Understanding from the data found, they show many similarities. This linguistic phenomena is stated
by Todd (1984: 5), in which he proposes that pidginize has fixed-word order and it is syntactically simpler than any mother tongue variety of English. The sentences are usually short.

2.3.3.1.2 Positive Instructions

As one of language varieties, pidginize English in Ubud Art Market also has the form of positive instruction. Usually, we use this form, e.g. instruction or request, when we get someone to help us to do something, and we use it in polite situation. Some expressions we usually use, for example:

"Would you close the window, please?"

"Could you give him the book, please?"

Other definition is proposed by Quirk and Greenbaum (1973: 191), which is referred to as an imperative sentence. They state that imperative sentences are sentences which have no overt grammatical subject, and the verb is in the imperative.

2.3.3.1.3 Positive Offerings

This is the last form of positive sentences of pidginize English found in Ubud Art Market. Positive offering, of a sentence or expression, is used when we offer ourselves to someone to do something. The expressions that are used are:

a. Shall I bring you some tea now?

b. Shall I get you some foods?
c. Shall I carry that book for you?

The answer would be:

(+) Thank you very much.

(-) No, thanks.

2.3.3.2 Pidgin English in Negative Form

Like the positive forms above, negative forms also occur in pidginize English in Ubud Art Market. Quirk and Greenbaum (1973: 183) states that the negation of a sentence is accomplished by inserting not, n't between Subject and Predicate.

Negative sentences involve the operator requiring the insertion of not (or the affix contraction —n't) between the Subject and Predicate (Quirk and Greenbaum, 1973: 24).

The speakers of pidginize English in Ubud Art Market apply the negative form which is subdivided into two divisions; even tough in a small number, since according the observation, both types of sentences are rather complicated for them to say than the positive faring. They are as follows;

2.3.3.2.1 Negative Statements

Negative sentences involve the operator requiring the insertion of not (or the affix contraction —n't) between the Subject and Predicate (Quirk and Greenbaum, 1973: 24).
Concerning to the negative forms of Ubud Art Market pidginize English, Todd (1984: 5), again gives his ideas that in pidginize English, negation involves the use of one negative marker, *no* in this pidgin.

### 2.3.3.2.2 Negative Instructions

The second kind of negative form is negative instruction, i.e. a sentence used when we ask someone not to do something. To negate an instruction, one simple way is by adding *don't* at the beginning of a sentence.

### 2.3.3.3 Pidgin English in Interrogative Form

This is the last type of pidginize English in a sentence which has been observed from Ubud Art Market. Based on the theory proposed by Quirk and Greenbaum (1973: 191), that question or interrogative sentences can be divided into three major classes according to the type of answer we expect:

a. Those that expect only affirmation or rejection (as in have you finished the dinner?) are Yes/No question.

b. Those that expect a reply supplying an item of information (as in what is your name? How old are you?) Are Wh- question.

c. Those that expect as the reply one of two or more options presented in the question are ALTERNATIVE question, for example: **Would you like to for a walk?**
2.3.3.3.1 Yes/No Question

Yes/No questions are usually formed by placing the operator before the Subject and giving the sentence a rising intonation.

Todd (1984: 6) again gives some criteria of pidginize English after carrying out an observation on this language variety in Cameroon. Based on the result of this research, he concludes that yes/no are distinguished from statements by intonation alone.

2.3.3.3.2 Wh - Questions

This is the second division of interrogative form found in Ubud Art Market pidginize English. Wh-question are formed with the aid of one of the following interrogative words (or Q-words):

Who/whom/whose

What, which, when, where, how, why

As a rule:

(i) The Q-element generally comes first in the sentence.

(ii) The Q-word itself takes first-position in the Q-element

(Quirk and Greenbaum, 1973: 797)
2.3.3.3 Alternative Questions

There are two types of alternative questions, the first one resembles a yes/no question, and the second one is a wh- question (Quirk and Greenbaum, 1973:198).

For example:

- Would you like coca-cola or fanta (soft drink)?

- Which soft drink would you like? Coca cola or fanta?

2.3.4 Factors that influencing the use of Pidginized English

According to Weinreich (1953: 105-6), the nature of linguistic interference is the same even if the interfered language does crystallize into a new language or not; and the factors that contribute to the development of a new language are:

1. *Degree of difference*: the contact between two different languages crystallizes into a new language sufficiently different from each other;

2. *Stability of form*: many of the new languages which have achieved some stability of form arose far from the centers of social control; almost all closely connected with the great migrations of European peoples during the past four hundred years, in conditions of “anti-prestige” or lack of sufficient prestige;

3. *Breadth of function*: the functions of a new language can be broadened by administrative degree or other conscious efforts to include education, religion, etc. In some cases, the new languages have been used in written form in the press and in literature.
4. *Speaker’s own rating:* The manner in which loyalty to a hybridized form of speech develops depends on various socio-cultural factors, such as the isolation of the group in contact from its unilingual hinterland, separatist tendencies of an ethnic or political content, and so forth. Taking into consideration the contact between groups ethnically and linguistically different from each other, with an urgency of communication, we can face a situation where a new “emergency language” arises. Some situations of language contact have resulted in a new language, while others have not. In this way, trade languages as *pidgins/creoles* (see section 2) are undoubtedly new languages.