

L 8650. Seminar in Contact Linguistics. Spring 2011. Winford.

T R 1:30-3:18 pm Hayes Hall 12

Office hours: Wednesday 1-2 pm or by appointment.

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Course Description:

The goal of this seminar is to explore in some detail current theoretical frameworks for the investigation of the origins and development of various outcomes of language contact. The seminar is a follow-up to L685, 'Languages in Contact', and presupposes coverage of that course syllabus or some equivalent (for example a background in Historical Linguistics). The class will be conducted seminar-style, with students leading discussion of key publications on various instances of contact-induced change and mixture. The course will be concerned both with the social contexts and factors that play a role in contact-induced change, and with the mechanisms and processes of change themselves. A key assumption is that the nature, direction and extent of contact induced change depends on non-linguistic factors such as community settings, codes of interaction, attitudes to the language varieties involved and to language mixture, and degrees of bilingualism among the speakers concerned. At the same time, factors such as the linguistic dominance relationships between the languages, the degrees of proficiency, and the types of agency involved play an important role in determining the nature of the resultant contact phenomena. The major theoretical framework we will use was first proposed by van Coetsem (1988, 2000), who distinguished between two transfer types, borrowing and imposition, which account for the vast majority of contact-induced changes. On the one hand, mechanisms of borrowing explain the unity of the contact phenomena found in cases of lexical and structural borrowing, insertional codeswitching, and the creation of bilingual mixed languages. On the other hand, mechanisms of imposition explain the similarities in the kinds of change observed in tutored and untutored second language acquisition, convergence, and pidgin and creole formation. One of the central concerns of the seminar will be to discover what all of these outcomes have in common, particularly with respect to the processes of change or restructuring involved, and the principles that guide them. We will examine various other frameworks that have been proposed for the analysis and classification of contact-induced changes, including Thomason & Kaufman's distinction between 'borrowing' and 'interference under shift', as well as theories of "transfer" in second language acquisition and creole formation. Van Coetsem's framework differs from others in focusing on the psycholinguistic mechanisms underlying contact-induced change, and is therefore compatible with psycholinguistic models of language production such as proposed by Levelt (1989), and amended by de Bot (2001) for bilingual speech. Emphasis will be placed on the empirical evidence required for testing various hypotheses, and students will be expected to explore specific case studies and data in some detail. Though the seminar will follow a central core of topics and issues, there will be a great deal of flexibility in the coverage of topics, so as to satisfy the varied interests of students. Students who are interested in any aspect of language contact are invited to attend.

Texts: None. Readings available on CARMEN.

Course requirements:

1. Five written summaries of required readings. -- 20% of Final Grade.
2. Two class presentations of any of the summaries above [Schedule to be decided in class] – 20% of final grade).
3. Preliminary progress report on the final research paper in week 6. This should be based on a particular set of contact phenomena, drawn either from the literature, or from students' own fieldwork. – 20% of final grade.
4. A Research Paper - preferably a study of a specific contact situation or outcome of language contact, or some issue in contact linguistics. Summary of paper to be presented in class during the last week. -- 40% of Final Grade.

Schedule.

Week 1 3/29 – 3/31

Introduction to the seminar.
Comparing models of contact-induced change.

Reading:

Van Coetsem 1988, Chapter 2.
Winford. "Contact-induced changes."
Johanson: Contact-induced change in a code-copying framework

Week 2 4/5 – 4/7

Lexical borrowing.
Social factors and constraints.

Reading:

Treffers-Daller. Borrowing and shift-induced interference

Structural borrowing?

Reading:

Thomason & Kaufman, 1988, Chap. 4.

First summary due Thursday 4/7.

Week 3 4/12 – 4/14

Classic code-switching and lexical borrowing.
Social and psychological motivations.

Reading:

Ritchie and Bhatia. 2006. Social and psychological factors.

Structural aspects of code-switching.
Reading:
Myers-Scotton, C. 2002. Chapter 1.
Second summary due Thursday 4/14

Week 4 4/19 – 4/21

Bilingual mixed languages.
The classification of bilingual mixed languages.
Relexification and other theories of the origin of BML's
Reading:
Bakker & Papen. 1997. Michif.
Bakker, P. 2003. Mixed languages as autonomous systems.
Third summary due Thursday 4/21

Week 5 4/26 – 4/28

Psycholinguistic models of bilingual language production.
Reading:
De Bot. 2000. A bilingual production model.
Basnight-Brown & Altarriba. 2007. Code-switching and code-mixing.
Winford. 2009. On the unity of contact phenomena: --Borrowing.

Week 6 5/3 – 5/5

Convergence phenomena.
Structural diffusion.
Reading:
Thurston, W.R. 1994. Renovation and innovation.
Clyne, Michael. 2003. Dynamics of language contact, Chap 4.
Progress Report on final research paper due Thursday 5/5.

Week 7 5/10 – 5/12

Creole formation. Social contexts.
Reading:
Singler, John. 2008. The sociohistorical context of creole genesis
Mufwene, Salikoko. 2000. Creolization is a social ... process.

Processes of creole formation.
Reading:
Siegel, Jeff. 2003. Substrate influence in creoles and the role of transfer....
Migge, Bettina. 2003. Creole formation as language contact, Chap. 6.
Fourth summary due Thursday 5/12

Week 8 5/17 – 5/19

Mechanisms of change in creole formation.
Relexification and creole formation.
Reading:

Lefebvre, Claire. 2001. The interplay of relexification and leveling...
Lumsden, John. 1999. Language acquisition and creolization.

Imposition in creole formation.

Reading:

Winford. 2008. Creole formation and related contact-induced change.

Fifth summary due Thursday 5/19

Week 9 5/24 – 5/26

Contact-induced grammaticalization

Reading:

Heine & Kuteva. 2003. On contact-induced grammaticalization.

Detgers. 2000. Two types of restructuring in French creoles.

Winford. The restructuring of tense/aspect in creole formation.

Week 10 5/31 – 6/2

Summary. Toward a unified theory of contact-induced language change.

Class Presentations of Research Papers.

Final Research Papers due Thursday 6/9