

Linguistics 5651. **Languages in Contact.** **Spring 2013.**
 TuTh 12.45 – 2.05pm. University Hall 056 Instructor: Donald Winford.
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Course Description:

This is a graduate-level introduction to the study of language contact and its outcomes, as well as the social and linguistic factors that regulate contact-induced changes. We will examine a wide range of language contact phenomena from both general linguistic and sociolinguistic perspectives, and survey current approaches to all of the major types of contact-induced change. We will consider both the linguistic and social aspects of the contact situation and how they affect the outcomes, with special attention to the general processes and principles that are at work in all cases of language contact.

We can in general distinguish three broad kinds of contact situation: those involving language maintenance with varying degrees of bilingualism, those involving language shift or second language acquisition, and those that lead to the creation of new contact languages. However, these often overlap, and there are many situations that cannot be classified so readily. Some are characterized by interplay between maintenance and shift, while others involve types of interaction and mutual accommodation, which makes it difficult to place them in a single category. Similar difficulties arise in the case of the so-called “new” contact languages, pidgins, creoles, and bilingual mixed languages.

How can we explain contact phenomena? What combinations of social and linguistic influences conspire to produce them? What kinds of situation promote one type of outcome rather than another? We will attempt to answer questions like these in a unified empirical and theoretical framework within which both the outcomes and the processes and principles at work in each case can be identified and compared.

Objectives.

1. To provide students with a broad overview of the field of Contact Linguistics and introduce them to various approaches to the study of language contact and its outcomes.
2. To introduce students to the basic methodologies employed in the study of language contact, using an interdisciplinary approach that draws on Sociolinguistics, Comparative/Historical Linguistics, models of bilingual language mixture, theories of Second Language Acquisition, and theories of pidginization and creolization.
3. To provide a foundation for more advanced work in the various areas of Contact Linguistics.

Texts: 1. Winford, Donald. 2003. *An Introduction to Contact Linguistics*. Oxford: Blackwell.
 2. Readings available on CARMEN.

Course requirements:**A: Written Assignments:**

1. A final Research Paper about 10 pages long (double-spaced) - preferably a study of a specific contact situation or outcome of language contact, or some issue in contact linguistics. To be presented in class during the last week. -- 40% of Final Grade.
2. A mid-term progress report of about 4 pages on the final research paper (20% of final grade)
3. Five brief (three-page) summaries of required readings, about 3-4 pages long (See handout on guidelines). (20% of final grade).

B: Class Participation:

1. Class presentation of the final research paper (schedule to be decided in class). (10% of final grade).
2. One summary to be presented in class, for discussion, (10%).

Students are invited to consult with me on their choice of readings and topics for these assignments.

Schedule of Lecture Topics and Readings.**Week 1 (1/8-10):**

Survey of course syllabus, goals, etc.
The field of Contact Linguistics.

Reading:

Textbook, Chap. 1,
Weinreich. Languages in contact, Chapters 1 & 2.

Week 2 (1/15-17)

Frameworks for the study of language contact.
Thomason & Kaufman's framework.

Reading:

Thomason & Kaufman. 1988. Chapter 3.
Thomason, S. 2003. Contact as a source of language change.

Van Coetsem's framework for contact-induced change.

Reading:

Van Coetsem. Loan Phonology etc. Chapters 1 & 2.

Week 3 (1/22-24)

Lexical borrowing. Social contexts and motivations.

The analysis of lexical borrowing

Reading:

Textbook, Chap. 2.

Poplack et al 1988. Social correlates etc.

Haugen, E. 1950b. The analysis of linguistic borrowing.

First summary due Thursday 1-24.

Week 4 (1/29-31):

Structural borrowing (as consequence of lexical borrowing).

Reading:

Winford. Contact and borrowing.

Treffers-Daller 1999. Borrowing and shift-induced interference.

Week 5 (2/5-7):

Code-switching.

Reading:

Textbook. Chapters 4 & 5.

Muysken, Pieter. 1997a. Code-switching processes

Second summary due Thursday 2-7.

Week 6 (2/12-14):

Code-switching continued.

Constraints on code-switching

Reading:

Myers-Scotton 1997 on code-switching.

Week 7 (2/19-21)

Bilingual Mixed languages.

Reading:

Textbook, Chapter 6.

Muysken 1997b. Media Lengua

Third summary due Thursday 2-21

Week 8 (2-26-28)

Structural convergence.

Sprachbünde.

Reading:

Textbook. Chapter 3.

Campbell et al. MesoAmerica as a linguistic area.

Week 9 (3/5-7):

Second Language acquisition. Language Shift.

Reading:

Textbook. Chapter 7.

Odlin 2003. Crosslinguistic influence.

Nemser, W. Language contact and foreign language acquisition.

Mid-term progress report due Thursday 3-7.

Week 10 (3/11-15): SPRING BREAK.

Week 11 (3/19-21)

"Indigenized" varieties.

Reading:

Textbook. Chapter 7.

Sanchez 2006. Bilingual grammars and creoles.

Bao. 2005. Aspect in Singapore English.

Fourth summary due Thursday 3-21

Week 12 (3/26-28)

Pidgins. Social contexts of pidgin formation.

Structural characteristics of pidgins

Reading:

Textbook, Chap. 8.

Broch & Jahr 1984 Russenorsk.

van der Voort. New light on Eskimo pidgins.

Week 13 (4/2-4):

Creoles.

Socio-historical background to creole formation.

General characteristics of creoles.

Reading:

Textbook, Chap. 9.

Roberts, S. J. 2000, Nativization and the genesis of Hawaiian Creole English.

Siegel 2000. Substrate influence in Hawai'i Creole English.

Fifth summary due Thursday 4-4.

Week 14 (4/9-11):

Creoles and processes of contact-induced change.

Reading:

Winford, D. 2005. Contact-induced changes.

Heine & Kuteva 2003. Contact-induced grammaticalization.

Week 15 (4/16-18):

Class Presentations of Research Papers.

Weeks 16 – 17 (4/23-30) FINAL EXAMINATIONS.

RESEARCH PAPER DUE TUESDAY APRIL 30TH