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 (1088, 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:
Treffer-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:
Structural aspects of code-switching.

**Reading:**

**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, 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:**

**Week 6 5/3 – 5/5**
- Convergence phenomena.
- Structural diffusion.

**Reading:**

**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….

**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…

Imposition in creole formation.
Reading:

Fifth summary due Thursday 5/19

Week 9  5/24 – 5/26
Contact-induced grammaticalization
Reading:
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