

LINGUIST9703B/SP9721B

“Bilingualism, Language Contact, and Language Change”

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Meets Tuesdays, 3:00 – 5:30pm, WL 259

Course Description

This seminar explores in depth the outcomes of bilingualism and second language acquisition in language contact situations, from both a social and an individual perspective. We will discuss whether these outcomes can lead to language change, hybrid grammars, language simplification, or language complexification. We will see how languages interact depending on the social settings, the distance between languages, or the cognitive constraints of the speakers.

Requirements

- Critically read all the assigned articles by the due date.
- Come to class prepared, with questions and comments about the readings.
- Actively participate in class discussions.
- Read and present for your classmates your assigned reading.
- Submit all the assignments by the due date.

Evaluation

Research Paper (50%):

5% one-page proposal/ research questions

5% presentation of the proposal / feedback for your classmates' proposals

15% experimental design/ execution of experiment or how well-researched your descriptive project is

15% writing/ argumentation

10% conference-like presentation

Participation and discussion: 15%

Weekly Question: 20%

Presentation of Article with Handout and/or PowerPoint 15%

Research Paper

For this course, you can choose to create an original study on any aspect of bilingualism and/or language contact, or you can choose to write a more descriptive or theoretical paper with no collection of data involved.

If you choose to carry out an experimental study, it needs to follow the APA guidelines for an article ('Parts of a Manuscript'), this is, it needs a short abstract, introduction (brief literature review), clearly stated research questions and hypotheses, a detailed description of the methodology and the experimental materials used, procedure, participants, and results of pilot data using the adequate statistical tests. You can also analyze bilingual data from CHILDES or other available databases.

If you choose to write a descriptive or theoretical paper, then you need to research extensively on one linguistic phenomenon or linguistic process, one bilingualism or language contact situation, or to explore one theory seen in class and apply it to a particular phenomenon or context. For instance, you can study the relationship between SLA and Pidgins and Creoles, or word order in bilingual contexts, or relexification in a language or group of languages.

In both cases, you need to clearly state your research questions, write a relevant and coherent literature review, show a good argumentation, and demonstrate that the theoretical issues discussed in class have been well-understood. Approx. Length: 15 pages.

Weekly Questions

Every **Monday by 11:59 pm** all students need to send through Owl a question or comment about all the obligatory readings for that week. The last hour of the class will be devoted to discuss and answer all these questions. All of you are required to come prepared to class and ready to the answer and discuss your classmate's questions/comments.

The questions will be evaluated in the following manner:

0 - No question is sent, or the comment/question demonstrates that the obligatory readings have not been done.

5- The obligatory readings are done but minimal effort is taken into writing/thinking about the issue raised.

10- The question is smart, brings several issues together and promotes intelligent discussion in Thursday session. Student demonstrates critical thinking.

Presentation of an Article

You need to do a conference-like presentation (**max 30 min.**) of one of the readings assigned for this course. You need to include a handout and/or a PowerPoint. The objective of this presentation is that you get used to do oral presentations and demonstrate that you are able to extract the important information from an article. It is important that you meet the time- limit for this task and that you show you have fully understood the theoretical issues raised in the article as well as the methodology.

Recommended books:

Lefebvre, C., White, L., & Jourdan, C. (Eds.). (2006). *L2 acquisition and Creole genesis: dialogues*. Amsterdam ; Philadelphia: J. Benjamins.

McWhorter, J. H. (2007). *Language interrupted: signs of non-native acquisition in standard language grammars*. Oxford University Press US.

Silva-Corvalán, C. (2002). *Language Contact and Change: Spanish in Los Angeles*. Oxford : New York: Clarendon Press ; Oxford University Press.

Thomason, S. (2001). *Language Contact: An Introduction*. Georgetown University Press.

Thomason, S. G., & Kaufman, T. (1988). *Language Contact, Creolization, and Genetic Linguistics*. Berkeley: University of California Press.

Winford, D. (2003). *An Introduction to Contact Linguistics*. Malden, Mass: Wiley-Blackwell.

Obligatory Readings available at the library webpage (lib.uwo.ca), search the LLBA database.

Calendar

*** = Available for Class Presentation**

Date	Topic	Task / Readings	Presenter
Jan 5th	Syllabus. Course content and expectations.	Bilingualism Grosjean (1998): "Studying bilinguals: methodological and conceptual issues"	
Jan 12th	Contact Linguistics SLA and Creole Studies	Winford (2003): Chapter 1: Introduction Siegel (2006): " Links Between SLA and Creole Studies"	
Jan 19th	Language Change: Sociolinguistics Perspective	Tagliamonte (2012), Chapter 1: "Sociolinguistics and Language Variation and Change" Thomason (2001): "Contact-Induced Language Change: Mechanisms"	
Jan 26th	Language Change	Tagliamonte (2012), Chapter 3: "Linguistics Patterns" *Poplack & Levey (2009): "Contact-induced grammatical change: a cautionary tale"	
Feb 2nd	PROPOSALS DUE and PRESENTED Convergence	*Silva-Corvalán (2008): "The limits of convergence in language contact" *Sánchez (2006): "Bilingual Grammars and Creoles: similarities between functional convergence and morphological elaboration"	
Feb 9th	Causes: Bilingual first-language acquisition	Meisel (2011): Bilingual language acquisition and theories of diachronic change: Bilingualism as cause and effect of grammatical change" *Perpiñán (in press): "Catalan-Spanish	

		Bilingualism Continuum”	
Feb 16th	Reading Week		
Feb 23rd	Causes: Second-language acquisition strategies	McWhorter (2007): Chapter 1 & 2 “Introduction” & “Defining Grammatical Complexity” * McWhorter (2007): Chapter 4: “English”	
Mar 1st	Causes: Second-language acquisition strategies	Sprouse (2006): “Full Transfer and Relexification: Second Language Acquisition and Creole Genesis” *Bruhn de Garavito & Atoche (2006): “Variability in Contact Spanish: implications for second language acquisition”	
Mar 8th	Causes: Code-Switching	* Poplack et al (2012): “Phrase-final prepositions in Quebec French: An empirical study of contact, code-switching and resistance to convergence” * González & López (2011): “ Some properties of light verbs in code-switching”	
Mar 15th	Causes: Reduced Input, Attrition	*Silva-Corvalán (2003): “Linguistic Consequences of Reduced Input in Bilingual First Language Acquisition” *Montrul (2014): “ Structural changes in Spanish in the United States: Differential object marking in Spanish heritage speakers across generations”	

Mar 22nd	Causes: Code-mixing	*Muysken (1988): "Media Lengua and Linguistic Theory" *Genesee (2008): "Bilingual first language acquisition: Evidence from Montreal"	
Mar 29th		Project Presentations	
Apr 5th	FINAL PAPER DUE	Project Presentations	